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ABSTRACT

This paper presents results from the 2000 Citywide Reading Tests (CTB-R) for New York City public school students grades 3, 5, 6, and 7, comparing results with 1999 test results. Overall, more students met the new, rigorous standards for English and language arts (ELA) in 2000. When combined with data for the grade 4 State ELA, the percentage of students in grades 3-7 scoring above ELA standards increased by 5.9 points. The percentage of students scoring in level 1 (not proficient) on the CTB-R decreased by 6.2 points. The percentage of students scoring in levels 3 and 4 increased in every community school district and the Chancellor's district. The percentage of students scoring in level 1 decreased in every community school district. The Chancellor's district showed the largest decrease. A first time, longitudinal analysis of scores of the same students tested in 1999 and 2000 showed large increases in all grades. Students held over in grade made extremely large gains (between 20 and 35 mean scale scores). Students in Schools Under Registration Review showed large increases in CTB-R and state ELA scores combined. Scores improved for English language learners (ELLs) and former ELLs now in mainstream classes. (SM)

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ED 451 325

A Report on the Results of the CTB-Reading Test (CTB-R) Administration in New York City

Including the Results of the State Grade Four English Language Arts (ELA) Test

June, 2000

UD034106

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New York City Board of Ed.
DAA

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A Report on the Results of the CTB-Reading Test (CTB-R) Administration in New York City Including Results of the State Grade Four English Language Arts (ELA) Test June 2000

Highlights

In April 2000, 299,013 New York City students in grades 3, 5, 6 and 7 participated in the annual administration of the Citywide Reading Tests. This was the second administration of tests constructed from the *TerraNova* test series published by CTB/McGraw Hill, the same test series used for the State English Language Arts assessments at grades 4 and 8. This year for the first time, CTB-R test scores are reported in scale scores and proficiency levels, the scoring methods used fir the State ELA tests. To allow comparison, 1999 CTB-R data were re-scored and the results are also reported in scale scores and proficiency levels. These scores measure student mastery of the state and city ELA performance standards rather than students' performance compared to a national norm group. With the results of the State Grade 4 ELA, which was administered in February 2000, this report analyzes student growth toward the ELA standards from grade 3 through 7, including the longitudinal growth of the same students tested in both 1999 and 2000.

The CTB-R results for 2000 indicate that throughout the city, more students are meeting the new, rigorous ELA standards than in 1999. These results, alongside the gains shown by fourth graders on the State ELA, portray consistent and substantial improvement in ELA achievement for New York City students in all districts and all programs, including special education and programs for English language learners.

Specific highlights are as follows:

- Overall, the percentage of all students in grades 3, 5, 6 and 7 scoring above the ELA standards, i.e. Levels 3 and 4, on the CTB-R increased by 5.1 percentage points, from 35.7 percent in 1999 to 40.8 percent in 2000. The improvement in scores on the CTB-R follows the improvement shown by grade 4 students on the State ELA.
- When combined with data for the Grade 4 State ELA, the percentage of students in grades 3 – 7 scoring above the ELA standards increased by 5.9 percentage points, from 35.1 percent in 1999 to 41.0 percent in 2000.
- The percentage of students scoring in Level 1, Not Proficient, on the CTB-R decreased by 6.2 percentage points, from 23.4 percent in 1999 to 17.2 percent in 2000. When combined with State ELA data, the percentage of students in grades 3 – 7 scoring in Level 1 declined by 5.4 percentage points.

- The percentage of students scoring in Levels 3 and 4 increased in every Community School District as well as the Chancellor's District, which increased by 6.6 percentage points.
- The percentage of students scoring in Level 1 decreased in every Community School District with the Chancellor's District showing the largest decrease, 11.8 percentage points.
- A first-time longitudinal analysis of the scores of the same students tested in both 1999 and 2000, showed large increases at all grade levels. Mean scale score gains were 18 points for students who moved from grades 3 to 4 and grades 5 to 6, and 16 points for students who moved from grades 4 to 5 and grades 6 to 7. These gains indicate that students are showing meaningful increases in ELA skills as they progress from one grade to the next.
- Longitudinal analysis showed that students who were held over in grade made extremely large gains of between 20 and 35 mean scale scores.
- Students in schools under registration review (SURR), including those in the Chancellor's District, showed large increases in CTB-R and State ELA scores combined. The percentage of students across SURR schools scoring in Levels 3 and 4 increased by 6.9 percentage points and the percentage scoring in Level 1 decreased by 11.3 percentage points.
- Scores also improved for English language learners (ELL's) and former English language learners who were now in mainstream classes. A higher percentage of former ELL's scored in Levels 3 and 4 (42.4 percent) than did all students in grades 3 – 7, overall.

A REPORT ON THE RESULTS OF THE CTB-READING TEST (CTB-R) ADMINISTRATION IN NEW YORK CITY

INCLUDING RESULTS OF THE STATE GRADE FOUR ENGLISH LANGUAGE ARTS (ELA) TEST
June, 2000

BACKGROUND

New York State and New York City have instituted new higher standards for all students in English Language Arts. To measure students' achievement of these standards, the State and the City adopted new assessments last year. These assessments are the:

- City CTB-Reading administered to students in Grades 3, 5, 6, and 7, and
- State English Language Arts administered to students in Grades 4 and 8.

The passages and questions on the City CTB-Reading and the State ELA tests come from the same test series, the *TerraNova* published by CTB/McGraw-Hill. In addition, this year for the first time the City has adopted the State's method of scoring and reporting test scores. The new method of scoring is aligned with State and City standards rather than with the performance of national norm groups. Accordingly, these scores measure student progress toward meeting the standards. The result is a new integrated City and State assessment system that can be used to follow the progress of students in mastering the English language arts standards from Grades 3-8.

This report summarizes results for the Spring, 2000 administration of the CTB-Reading Test for New York City public school students. This test was administered on April 12, 2000, and during a make-up period, April 13-19. Also integrated into this report are the scores of Grade 4 students on the State ELA assessment that was administered in February, 2000. Thus, this report summarizes City CTB-Reading and State ELA results for students in Grades 3-7. ELA scores for Grade 8 students are not available at this time. The Grade 8 ELA test was administered in mid-May and the State Education Department is scheduled to release the scores in the fall.

The Spring, 2000 City CTB-Reading test scores are reported in scale scores and proficiency levels for the first time. For the purposes of comparison, Spring, 1999 CTB-Reading tests have been rescored and are also reported in scale scores and proficiency levels.

ELA/READING STANDARDS AND ASSESSMENT

As indicated above, New York City has adopted rigorous standards for all students in English Language Arts (ELA) that are aligned with New York State standards. The City CTB-Reading Test measures students' attainment of these standards using an assessment that includes a variety of genres, and measures students' attainment of skills such as basic understanding, the analysis of text, evaluating and extending meaning, and using reading strategies.

SCORING AND REPORTING

The CTB-Reading Test is a timed test that is approximately one hour long (55 minutes in Grade 3, and 65 minutes in Grades 5, 6, and 7). The test includes 40 questions at Grade 3 and 50 questions in the other grades. Students' raw scores (number correct) were translated into the scale scores and proficiency levels that are reported here using conversion tables and cut-scores provided by the test publisher.

Standards Setting

Proficiency levels on the CTB-Reading Test were developed through a New York City Standards Setting Study that was carried out under the direction of the test publisher, CTB-McGraw/Hill in February, 2000. The Standards Setting Study was a collaboration among the Board of Education's Division of Assessment and Accountability, over 100 New York City teachers, and staff from CTB-McGraw Hill, the publisher of the CTB-Reading Test. This study was necessary to align the method of scoring and reporting results with what students need to know and be able to do (i.e., performance standards). Standards setting involves determining the specific cut scores on the assessment that measure students' proficiency in relation to the performance standards. The Standards Setting Study establishes the scale scores students must achieve to demonstrate partial mastery (Level 2) full mastery (Level 3), and performance that is beyond mastery of the standards (Level 4).

The Standards Setting Study was conducted using the *Bookmark Standard Setting Procedure*. This procedure is an item response theory-based item mapping procedure developed by technical staff at CTB/McGraw-Hill.[1] It requires that participants in the study analyze individual test items to determine what each item is measuring and to specify which items students at various performance levels should be able to answer correctly. CTB/McGraw-Hill developed this procedure in 1995 and has used it to set standards on its *TerraNova* assessment in 18 states or districts from 1996 to 1998.

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[1] *"New York City Grades 3, 5, and 7 Mathematics and Grades 3 and 6 Reading Bookmark Standard Setting Preliminary Technical Report"* submitted to the New York City Board of Education by CTB/McGraw-Hill Companies, (March 2000).

Reporting Students' Scores

Results on the City CTB-Reading Test are reported in scale scores and proficiency levels. Scale scores indicate the level and complexity of skills that students have mastered, and can be compared across grades. Four proficiency levels indicate the extent to which students have met the standards for their grade. As indicated in Table 1, scale scores on the CTB-Reading Test in Grades 3, 5, 6, and 7 range from 427 to 810. Within this range, the four proficiency level categories are defined as follows:

- Level 4: shows superior performance; superior knowledge and skill for all standards for the grade level,
- Level 3: meets all standards; shows knowledge and skill for all standards,
- Level 2: shows partial achievement of the standards; some knowledge and skill for each standard or full proficiency on some but not all of the standards,
- Level 1: shows minimal achievement of the standards; demonstrates no evidence of proficiency in one or more of the standards.

The scale scores on the State Grade 4 ELA assessment are aligned with the scale scores on the CTB-Reading Test. Thus, the results from the City CTB-Reading and the State ELA can be combined and integrated to assess student progress across grades 3-7.

New York City's promotional policy includes assessments of scores on standardized reading and mathematics tests as one of the multiple indicators to be considered when making decisions about promotion.

STUDENTS TESTED

A total of 299,013 students were tested on the CTB-Reading, of whom 256,471 (85.8 percent) were general education students and 42,542 (14.2 percent) were students with disabilities (see Table 2). Included in the total tested are 19,266 English Language Learners (ELLs) (6.4 percent) who met the criteria for inclusion in the English test administration. Of the ELLs tested in English, 12,167 were general education students and 7,099 were disabled. . In addition, 65,973 students who took the CTB-Reading Test had previously received bilingual/ESL services and had tested out of entitlement prior to the administration of the test ("Former ELLs"). This represents 20.1 percent of the Grades 3, 5, 6, and 7 population in 2000. In 1999, just under 19 percent (18.6 percent) of the student population were Former ELLs.

The students with disabilities who were tested included students in general education with supplemental aids and services (e.g., resource room, related services, consultant teacher services, integrated programs, etc.) and

students in self-contained classes, with testing modifications as required by their Individual Education Plans (IEPs).

Percent of Register Tested

The tested population represents 91.3 percent of the 327,653 students on register in Grades 3, 5, 6, and 7 in March, 2000. The number of students tested this year, 299,013, was greater than last year's 291,447 by 7,566 students. Overall a larger percentage of students on register was tested this year (91.3 percent) as compared with last year (90.1 percent).

STUDENTS EXEMPTED FROM TESTING

Students with Disabilities

Students with disabilities whose IEPs specify that they will not participate in standardized assessments did not take the CTB-Reading Test, and thus are not included in this report.

English Language Learners (ELLs)

SED exempts English Language Learners from taking tests in English if they fall below a specified English language proficiency level (below the 30th percentile on the English Reading sub-test of the Language Assessment Battery). Scores below this level indicate that the student's grasp of English is not sufficient to permit meaningful assessment in English. New York City's policy parallels the State's, but imposes additional restrictions. Under New York City's more stringent requirements, students are exempt only until their fifth year in an English language school system, rather than indefinitely as under state policy. New York City adds another stipulation—that kindergarten and the current school year be included as part of the five-year exemption criterion.

Thus, all ELLs who entered an English language school system on or before October 1, 1995 were required to take the test. In addition, ELLs who had been in an English language school system for less than five years, but who scored at or above the required proficiency level, were also tested.

This year 23,309 students (7.1 percent of the total register) were exempt from taking the CTB-Reading Test because of their ELL status. This is lower than the 24,510 (7.6 percent of the total register) ELLs who were exempted in 1999.

Absentees

Students were tested on April 12, 2000 and during the make-up period, April 13-19. A small fraction of students were absent (3,552 students, 1 percent)

for the test in 1999-00. This is substantially lower than the 1.9 percent (6,048) who were absent the previous year.

MONITORING AND ANALYSES

Monitoring of Test Administration

Several significant enhancements in test security procedures and in the analyses of test results were implemented for the administration of this year's City and State assessments. The Office of Monitoring and School Improvement and the Division of Assessment and Accountability coordinated test administration and security review efforts on the City CTB-Reading Test. A combination of central and district representatives visited all schools during test administration.

Each District Assessment Liaison coordinated local school reviews with representatives from their respective districts. In addition, over 170 schools were more comprehensively reviewed by pedagogical staff from five central offices based on several criteria, including a history of previous allegations of test improprieties and an analysis of an excessive number of erasures changing responses from wrong to right on previous tests.

Analyses of Irregularities in Patterns of Results

In addition to erasure analyses, which flag classes that have an excessive number of erasures changing responses from "wrong" to "right," DAA is conducting several statistical analyses that are specifically designed to determine whether there are any significant anomalies in test results at the classroom level. This statistical audit includes analyses of:

- Item-response patterns to ascertain whether results for particular classes differ significantly from City results,
- Trends over time to determine whether large gains in student performance on a particular test are sustained across schools, and
- The number of students eligible to be tested and those who actually took the test to determine whether schools are administering the test to all appropriate students.

Schools that show irregularities in patterns of results in these analyses are identified as warranting further investigation.

RESULTS

Citywide Average Scale Scores

Citywide CTB-Reading Test results for all students tested—general education, special education, and English Language Learners (ELLs)—are presented in scale scores by grade in Figure 1 for 1999-00 and for the previous year for the purposes of comparison. State ELA scale scores for Grade 4 students are also presented. ELA scores for the 2000 test administration for Grade 8 students have not been released by the State Education Department, and consequently are not available at this time.

The findings from the CTB-Reading Test presented in Figure 1 confirm the growth illustrated by the State Grade 4 ELA results that were just released (also depicted in Figure 1). In fact, Grade 6 and 7 students showed the greatest scale score gain on the CTB-Reading Test, demonstrating an average improvement of 12.4 and 11.8 scale score units respectively. Grade 3 students posted a modest six tenths of a scale score unit gain while Grade 5 students showed an average decrease of 4.1 scale score units.

Longitudinal Growth of Students

The use of scale scores and the alignment of City and State assessments permits the analysis of gains made by the same students tested in both 1999 and in 2000. This longitudinal analysis directly measures the growth of the same students over the year, and is frequently referred to as a "value-added analysis." Longitudinal analyses enhance our understanding of trends in student performance beyond that provided by comparisons of the scores of different students at the same grade from year to year.

Longitudinal Progress of Students Promoted

As shown in Figure 2, the longitudinal improvement of students promoted at the start of the 1999-00 school year is substantial and regular across grades. For example, the average scale score of Grade 4 students this year was 641 up 18 scale score points from their average score of 623 last year, when they were in Grade 3. Similarly current Grade 5 students achieved an average scale score of 646 on this year's test, up 16 points from the 630 these students achieved last year. Similar gains were made by current Grade 6 (18 point gain) and Grade 7 (16 point gain) students as well.

Longitudinal Progress of Students Held Back

Figure 3 disaggregates the progress of students who were held back at the start of the 1999-00 school year and are repeating a grade. Not only did

students at all grade levels post gains in the double digits, but they showed very substantial increases in performance from 1999 to 2000.

Citywide Proficiency Level Results

Figure 4 compares the proficiency level performance of New York City public school students on the City CTB-Reading Test, the State ELA test, and on the two tests combined in 1999 and 2000. As demonstrated in this figure, the percentage of students meeting or exceeding the standards for their grade (i.e., Levels 3 and 4) increased in all comparisons: on the CTB-Reading Test from 35.7 percent to 40.8 percent, on the State Grade 4 ELA from 32.7 percent to 41.7 percent, and on the City CTB-Reading and State ELA combined from 35.1 percent to 41.0 percent. Correspondingly, the percentage of students scoring in Level 1, the lowest proficiency level, decreased in all comparisons.

Figure 5 presents the percentage of all tested students meeting or exceeding all of the standards (i.e., Levels 3 and 4) by grade. The percentage meeting standards increased at all grade levels except Grade 5 between 1999 and 2000. Correspondingly, students at all grade levels, except Grade 5, showed decreases in the percentage of students in Level 1, the lowest proficiency level.

District-Level Results

In June, 1999, 37 elementary and middle schools were removed from 15 community school districts, and added to the Chancellor's District. In order to accurately compare districts' performance in 1999 and in 2000, the 1999 results have been adjusted to reflect the organization of the schools in 1999-00.

For example, schools that were under the jurisdiction of District 16 when the Spring, 1999 City CTB-Reading Test was administered, but that had been transferred to the Chancellor's District the following school year, were removed from District 16's adjusted 1998-99 results and added to the 1999-00 results for the Chancellor's District. Similarly, the results of three schools that were returned to District 16 from the Chancellor's District in 1999-00 were added to the District 16 results in both years to reflect this change. These adjustments permitted the same set of schools to be included in each district's comparison of 1998-99 and 1999-00 results.

Change in Proficiency Levels by District

Changes in student performance on the City CTB-R and the State ELA by proficiency level for students in Grades 3-7 combined for each district are presented in Tables 3 and 4, and graphically presented in Figures 6 and 7.

The changes in the percentage of students scoring in Levels 3 and 4 (proficient and advanced) by district are presented in Table 3 (and in Figure 6). The change in the percentage of students scoring in Level 1, the least proficient level is illustrated by district in Table 4 (and in Figure 7). The information in these tables and figures is presented for all tested students (i.e., general education, special education, and English Language Learners).

As indicated in Table 3, citywide the percentage of all tested students in Grades 3-7 that achieved all of the standards for their grade increased by 5.9 percentage points between 1999 and 2000. All community school districts, the Chancellor's District (District 85) and District 75, special education, showed gains in the percentage of students meeting or exceeding grade-level standards.

Correspondingly, and as Table 4 indicates, the percentage of students scoring in Level 1 dropped 5.4 percentage points among all tested students. Every district showed decreases in the percentage of all students scoring in Level 1. The Chancellor's District (District 85) showed a particularly large 11.8 percentage point decline in the percentage of all tested students scoring in the lowest proficiency level, Level 1. (District data are presented in detail by borough in Figures 13-22.)

Disaggregated Results by SURR Schools

Schools Under Registration Review (SURR) are schools identified by the State Education Department as at risk of having their registrations revoked unless they demonstrate improved performance on State tests. Figure 8 summarizes the performance of SURR schools on the City CTB-Reading and State Grade 4 ELA, and compares the performance of these schools with their performance on the previous year's tests. As indicated in this figure, the percentage of students in SURR schools scoring in the lowest proficiency level, Level 1 decreased over 11 percentage points from 42.9 percent in 1999 to 31.6 percent the following year. Conversely, the percentage of students in SURR schools achieving Levels 3 and 4 (proficient and advanced) increased from 12.9 percent to 19.8 percent.

Disaggregated Results for the Chancellor's District

SURR schools that have shown the lowest performance and have not improved over several years were placed in the Chancellor's District (District 85). These schools receive special attention in the form of extended-day programs, intensified professional development, and curricula focused on literacy. Figure 9 shows the percentage of students scoring in each proficiency level in 1999 and in 2000 for the Chancellor's District. The graph shows a large increase of 6.6 percentage points in the percentage of students scoring in Levels 3 and 4 from 14.9 percent in 1999 to 21.4 percent in 2000. Conversely, there was a large

decrease of 11.8 percentage points in the percentage of students scoring in Level 1 from 41.7 percent in 1999 to 29.9 percent in 2000.

Disaggregated Results by Racial/Ethnic Group

Figure 10 presents the performance of students in Grades 3-7 in different racial/ethnic groups in 1999 and in 2000. As was the case with the disaggregated results of the State Grade 4 ELA, the combined CTB-Reading and State ELA results indicate that the percentage of students in all racial-ethnic groups achieving standards increased between 1999 and 2000. However, the gap in the performance of students from different groups remains substantial.

Disaggregated Results by English Language Learner Status

Figure 11 compares the performance of English Language Learners (ELLs) and English Proficient (EP) students on the City CTB-Reading and the State Grade 4 ELA tests for 1998-99 and 1999-00. As indicated in this figure, the percentage of ELLs meeting grade-level standards (i.e., Levels 3 and 4) increased almost 2 percentage points from 2.9 percent to 4.7 percent while, following the trend observed in the citywide results, the percentage of ELLs scoring in Level 1 decreased 12 percentage points, from 69.0 percent in 1999 to 57.0 percent in 2000. The percentage of EP students scoring in Level 1 decreased by about 5 percentage points from 19.9 percent to 14.8 percent as well.

Figure 12 disaggregates the performance of students who are "Former ELLs," that is students who had received bilingual/English as a Second Language services in the past and who had already tested out of entitlement prior to the administration of the City or State reading/ELA tests. A higher percentage of Former ELLs scored in Levels 3 and 4 (42.4 percent) than for all students in Grades 3-7, overall.

DISCUSSION

Overall, New York City students performed better on City and State reading/ELA tests in 2000 than they had in 1999, the first year that these tests were administered. The percentage of students who met or exceeded all of the standards for their grade improved by almost 6 percentage points while the percentage of students scoring in the lowest proficiency level declined about the same amount during this time period.

Since City and State tests are closely aligned with the standards to which our students are held, and with actual classroom instruction, these findings demonstrate that our students are making progress toward the attainment of the new higher standards in language arts. Particularly heartening are findings from longitudinal analyses examining the performance of the same students in

1999 and in 2000. On average, all students whose scores were examined over time showed scale score improvement, regardless of whether they had been promoted or retained in 1999-00.

Several factors have contributed to these positive findings, most notably the development and implementation of a standards-based education system. The elements of such a system include:

- Clearly defined standards for student learning,
- Educational strategies for student learning that are focused on the standards and informed by student assessment data,
- Alignment of resources and policies to carry out strategies for student learning,
- Evaluation of the effectiveness of educational strategies and their execution by measuring student learning with appropriate assessments, and
- Continual revision of educational strategies and/or their execution based on assessment outcomes.

These elements are being institutionalized through a variety of initiatives including several literacy-based initiatives. Since 1996, the priorities of the school system have explicitly included building a foundation of basic literacy skills at an early age. New York City has embraced early childhood literacy assessment, through the development and implementation of the Early Childhood Literacy Assessment System (ECLAS). ECLAS is used in Grades K-3 to individually determine a student's progress in developing literacy with the goal of individualizing instruction. Beginning in the 1997-98 school year, Project Read was initiated in Grades 1, 2, and 3. Its major goal has always been to build an expanded platform for the development of literacy by the end of third grade. In 1999-00, Project Read was expanded to serve students in Grade 4 as well. Both the expansion of the Universal Pre-kindergarten program and the implementation of early grade class-size reduction are also focused on building literacy at the early childhood levels. The Middle School Initiative is expressly designed to support and expand exemplary middle school models as a means of facilitating improved performance among middle school students as well.

In addition, to support the rigorous reading and writing standards adopted in New York City, district and school staff throughout the City have engaged in a concerted professional development program to discuss the standards and to identify instructional practices to help students meet them. The results shown here reflect a continuation of the system's response to the challenge of literacy development and of sustaining progress beyond the transition to middle school.

In conclusion, the gains in reading/language arts achievement reflect many of the instructional initiatives put into place and the increased focus on literacy through the standards and instructional practices. The institutionalization

of these initiatives and the implementation of new ones should reinforce these efforts and result in continued incremental improvements in subsequent years.

Table 1

CTB-Reading Test
Scale Score Ranges By Grade

Proficiency Levels	*Grade Three*	*Grade Five*	*Grade Six*	*Grade Seven*
1	427-590	475-617	486-633	498-646
2	591-628	618-655	634-673	647-684
3	629-660	656-700	674-717	685-721
4	661-750	701-790	718-800	722-810

Note: The scale score ranges on the State Grade 4 ELA test are as follows:
Level 1: 455-602, Level 2: 603-644, Level 3: 645-691, Level 4: 692-800.

Table 2

CTB-Reading Test Grades 3, 5, 6, and 7
Number and Percent of Students Tested and Not Tested
1999 – 2000 Comparison

	1999		2000	
	Number	Percent	Number	Percent
Students Tested				
General Education	250,854	86.1	256,471	85.8
Students with Disabilities[a]	40,593	13.9	42,542	14.2
(English Language Learners)[b]	(17,255)	(5.9)	(19,266)	(6.4)
(General Education) [b]	(10,897)	(3.7)	(12,167)	(4.1)
(Students with Disabilities) [b]	(6,358)	(2.2)	(7,099)	(2.4)
(Former ELLs) [b]	(60,206)	(20.7)	(65,973)	(22.1)
Total Tested	291,447	90.1	299,013	91.3
Students Not Tested				
Exempt English Language Learners	24,510	7.6	23,309	7.1
Absent	6,048	1.9	3,552	1.1
Other Not Tested	1,380	*	1,779	*
Total Not Tested	31,938	9.9	28,640	8.7
Total Register	323,385		327,653	

[a]Students with disabilities who were tested included students in general education with supplemental aids and services (e.g., resource room, related services, consultant teacher services, integrated programs, etc.) and students in self-contained classes, with testing modifications as required by their Individual Education Plans.

[b] These students are included in the tested students listed above.

*Indicates less than 1 percent.

Figure 1

MEAN SCALE SCORE FOR STATE ELA AND CITY CTB-R TESTS BY GRADE 1999 and 2000

General Education, Special Education, and English Language Learners

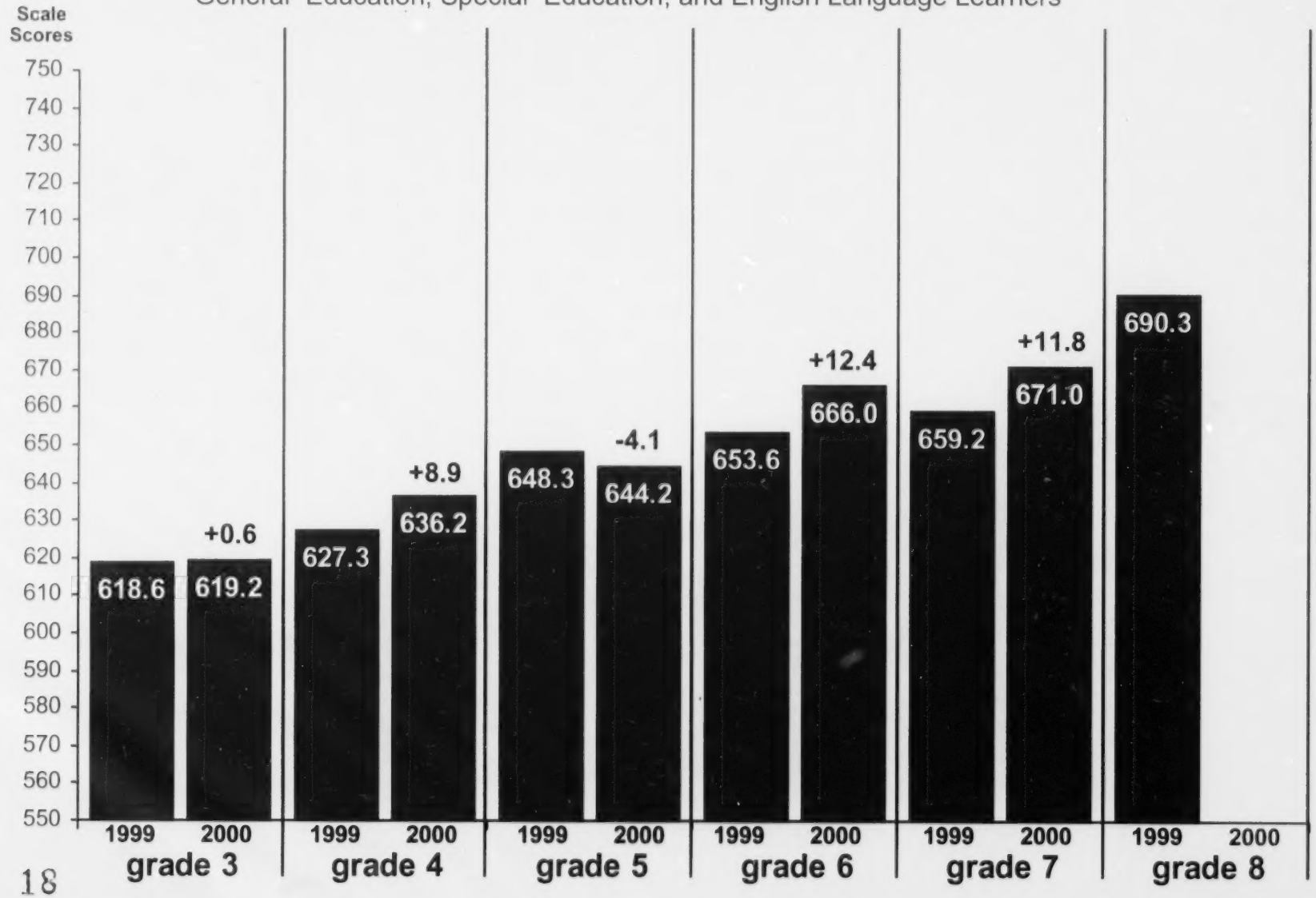


Figure 2

LONGITUDINAL GROWTH OF STUDENTS TESTED IN 1999 AND 2000 ON THE STATE ELA AND CITY CTB-R TESTS

General Education, Special Education, and English Language Learners

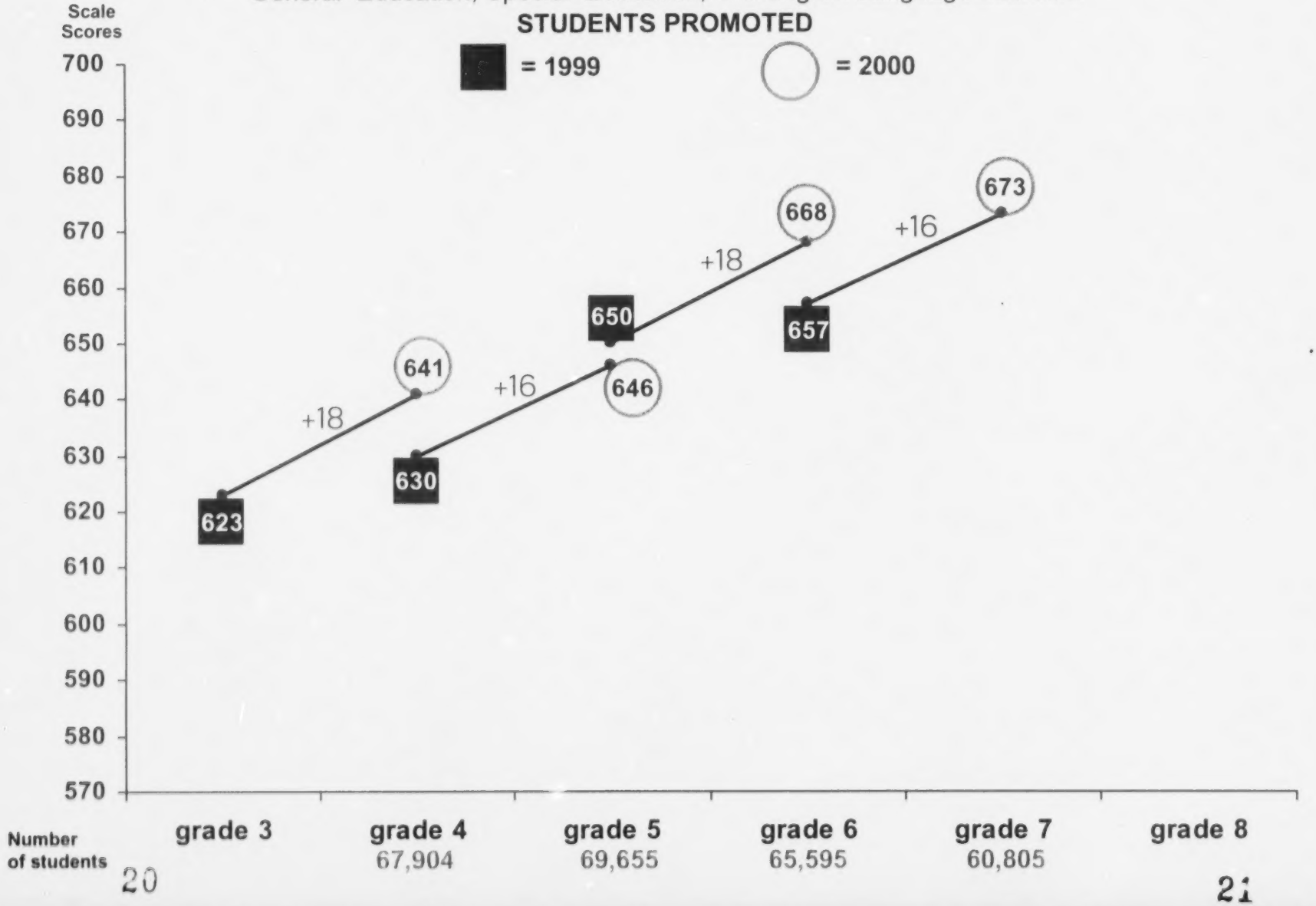


Figure 3

LONGITUDINAL GROWTH OF STUDENTS TESTED IN 1999 AND 2000 ON THE STATE ELA AND CITY CTB-R TESTS

General Education, Special Education, and English Language Learners

STUDENTS HELD BACK

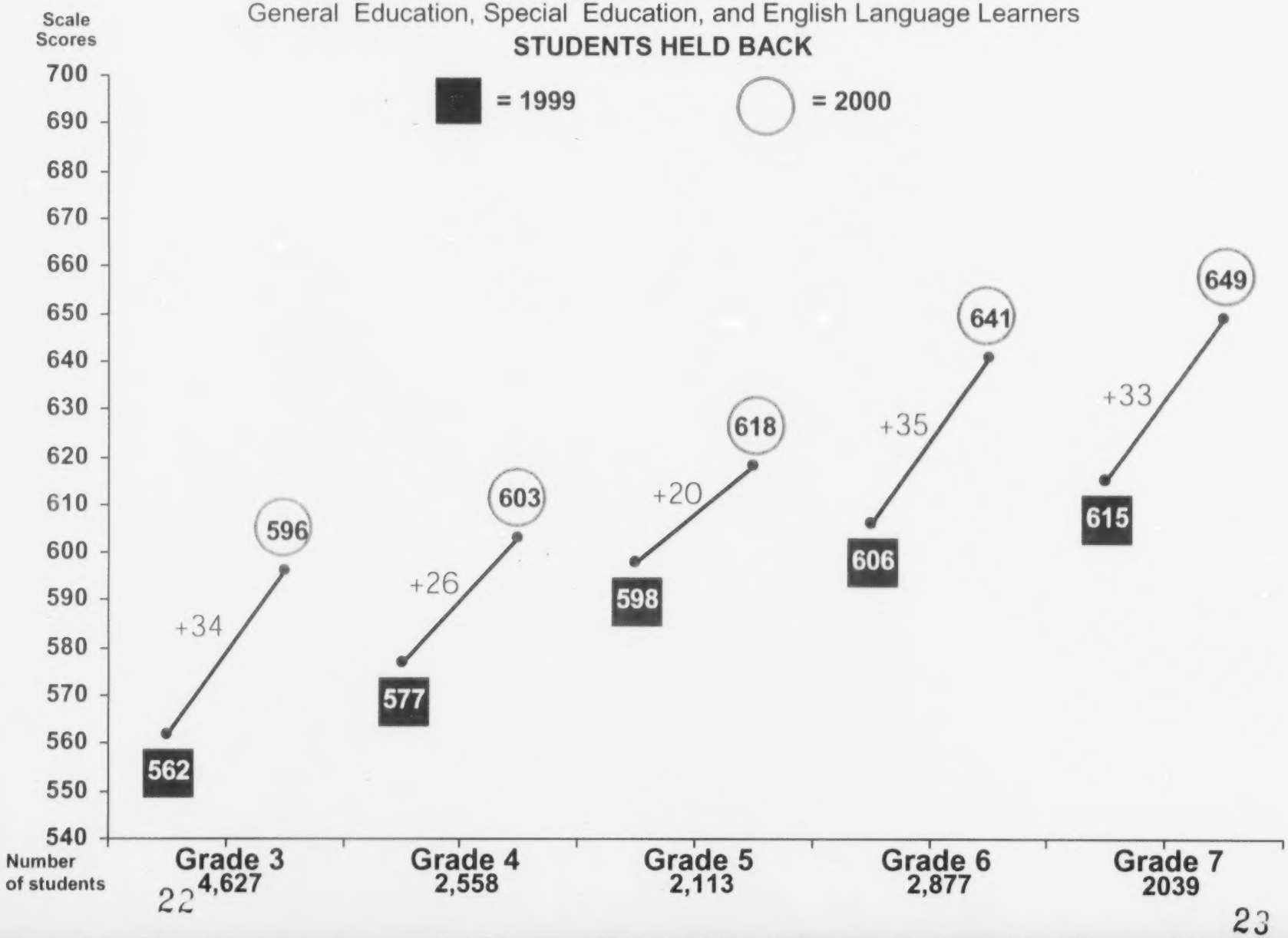


Figure 4

CTB-R AND STATE ELA PROFICIENCY LEVELS

General Education, Special Education, and English Language Learners

PERCENTAGE OF STUDENTS IN EACH PROFICIENCY LEVEL

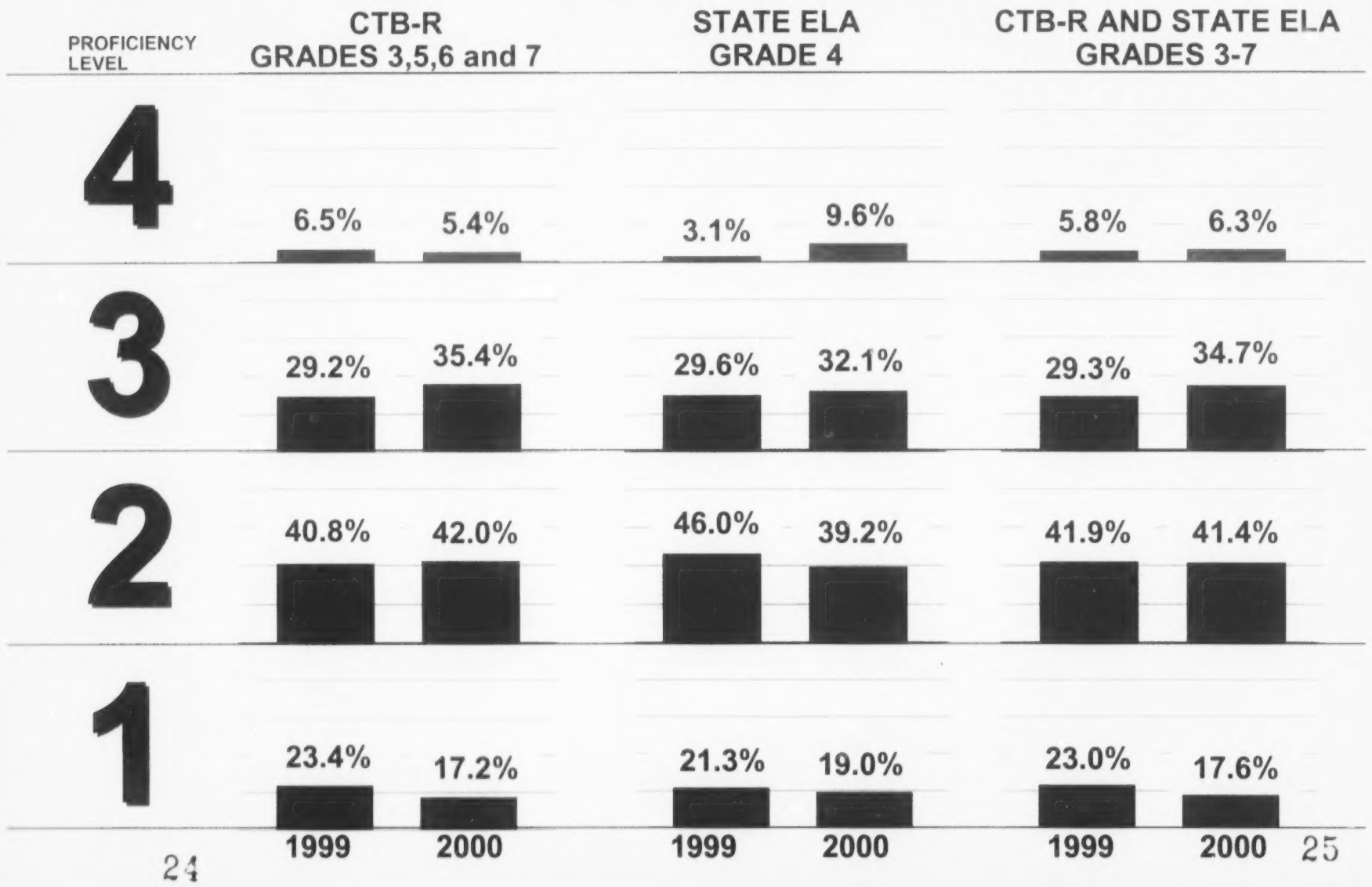


Figure 5

PROFICIENCY LEVELS FOR STATE ELA AND CITY CTB-R TESTS BY GRADE 1999 and 2000

General Education, Special Education, and English Language Learners

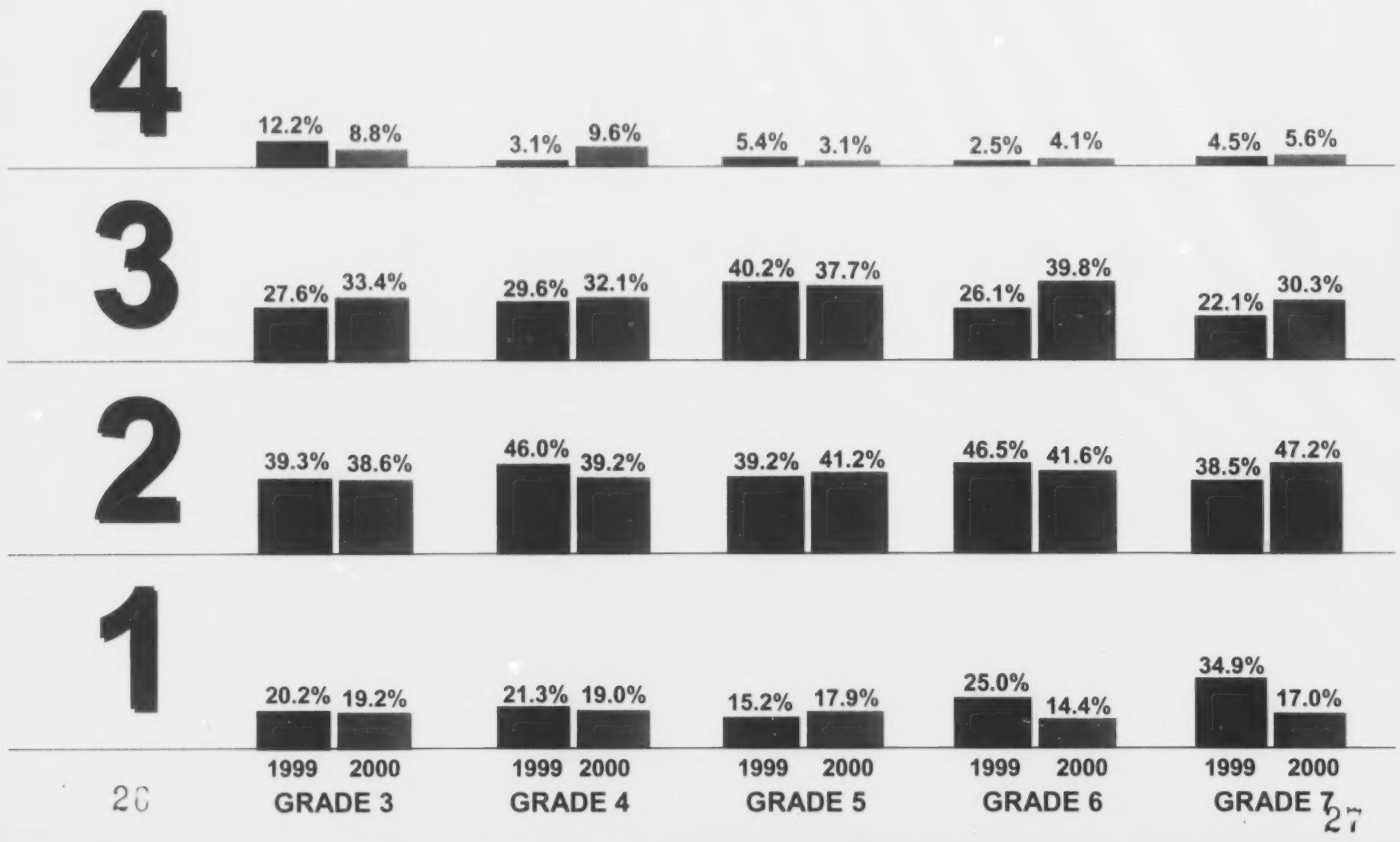


Table 3
Proficiency Levels by District
City CTB-Reading and State ELA Grades 3 to 7 Level 3 and 4
1998-99 Compared to 1999-00
General Education, Special Education and English Language Learners

District	*1999*	*2000*	*Change*
1	30.3	36.9	6.6
2	62.2	68.4	6.2
3	38.6	44.9	6.3
4	27.1	32.4	5.3
5	19.2	22	2.8
6	28.4	35.8	7.4
7	20	25.4	5.4
8	28.8	31.5	2.7
9	18.7	22.5	3.8
10	23.9	28.7	4.8
11	31.5	38.7	7.2
12	18.1	24.3	6.2
13	27.6	35	7.4
14	33.7	36.9	3.2
15	40.1	44.3	4.2
16	31.7	37.8	6.1
17	32.5	34.6	2.1
18	38.1	45.4	7.3
19	21.5	26.7	5.2
20	45	51.7	6.7
21	48.3	57.5	9.2
22	47.8	53.6	5.8
23	21.7	28.3	6.6
24	37.7	43.3	5.6
25	50.8	58.5	7.7
26	69.6	76.3	6.7
27	31.6	37.1	5.5
28	43.2	50.6	7.4
29	37.2	45.5	8.3
30	39.8	47.2	7.4
31	50.1	55.5	5.4
32	30.3	35.4	5.1
33	50	63.8	13.8
75	3.7	4.8	1.1
78	31.2	47.1	15.9
85	14.8	21.4	6.6
Citywide	35.1	41.0	5.9

Note 1: Proficiency Level 3 indicates performance that meets the grade level-standards. Proficiency Level 4 indicates performance that far exceeds grade level-standards.

Note 2: In 2000, 33 elementary schools were transferred to the Chancellor's District and three were transferred from the Chancellor's District. To permit appropriate comparisons, the 1999 data for these schools were transferred to their 1999-00 district.

Table 4

Proficiency Levels by District
City CTB-Reading and State ELA Grades 3 to 7 -- Level I
1998-99 compared to 1999-00
(General Education, Special Education, and English Language Learners)

District	*1999*	*2000*	*Change*
1	23.1	16.1	-7
2	8.2	5.2	-3
3	20.3	13.8	-6.5
4	28.5	22.8	-5.7
5	32.9	29.6	-3.3
6	26.0	19.2	-6.8
7	32.5	26.2	-6.3
8	28.8	24.0	-4.8
9	34.4	27.4	-7
10	31.8	24.4	-7.4
11	21.5	15.2	-6.3
12	36.0	27.3	-8.7
13	25.6	19.2	-6.4
14	22.7	19.4	-3.3
15	18.8	15.4	-3.4
16	25.7	17.5	-8.2
17	25.5	21.9	-3.6
18	18.2	13.5	-4.7
19	32.7	26.2	-6.5
20	15.0	10.2	-4.8
21	13.8	9.8	-4
22	12.9	10.2	-2.7
23	31.8	25.5	-6.3
24	20.0	14.4	-5.6
25	11.2	7.5	-3.7
26	4.5	2.8	-1.7
27	25.7	19.9	-5.8
28	16.5	11.6	-4.9
29	19.6	12.4	-7.2
30	16.0	10.9	-5.1
31	12.1	9.8	-2.3
32	27.5	22.3	-5.2
33	12.8	5.5	-7.3
75	77.6	72	-5.6
78	24.6	10.7	-13.9
85	41.7	29.9	-11.8
Citywide	23.0	17.6	-5.4

Note 1: Level 1 indicates performance that is below proficiency.

Note 2: In 2000, 33 elementary schools were transferred to the Chancellor's District and three schools were transferred from the Chancellor's District. To permit appropriate comparisons, the 1999 data for these schools were transferred to their 1999-00 district.

Figure 6

Levels

3+4

PERCENT IN PROFICIENCY LEVELS 3 AND 4 BY DISTRICT FOR THE GRADES 3 TO 7 ELA AND CTB-R 1999 COMPARED TO 2000

General Education, Special Education, and English Language Learners

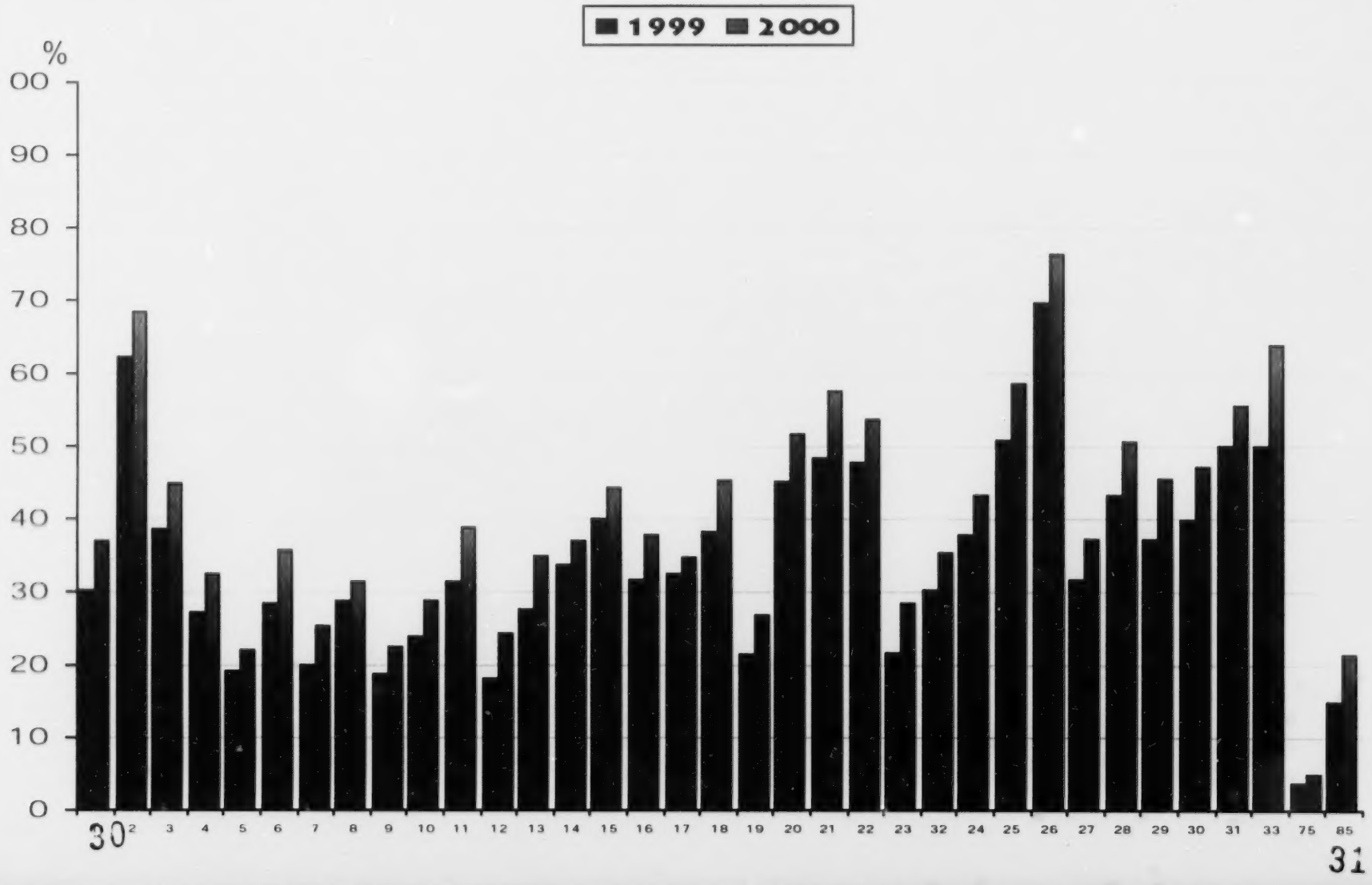


Figure 7

PERCENT IN PROFICIENCY LEVEL 1 BY DISTRICT FOR THE GRADES 3 TO 7 ELA AND CTB-R 1999 COMPARED TO 2000

General Education, Special Education, and English Language Learners

Level 1

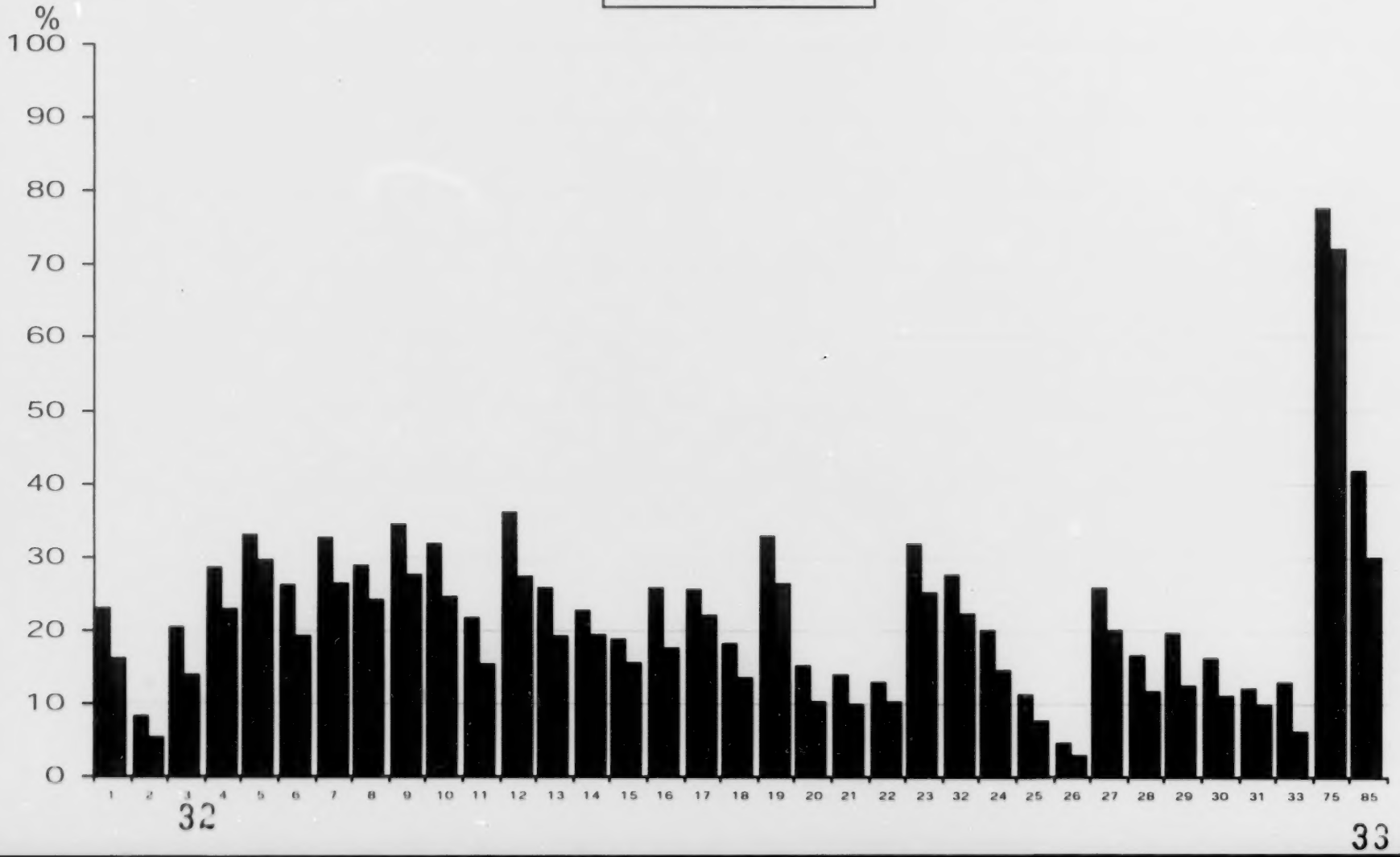


Figure 8

CTB-R AND STATE ELA PERFORMANCE OF SURR SCHOOLS

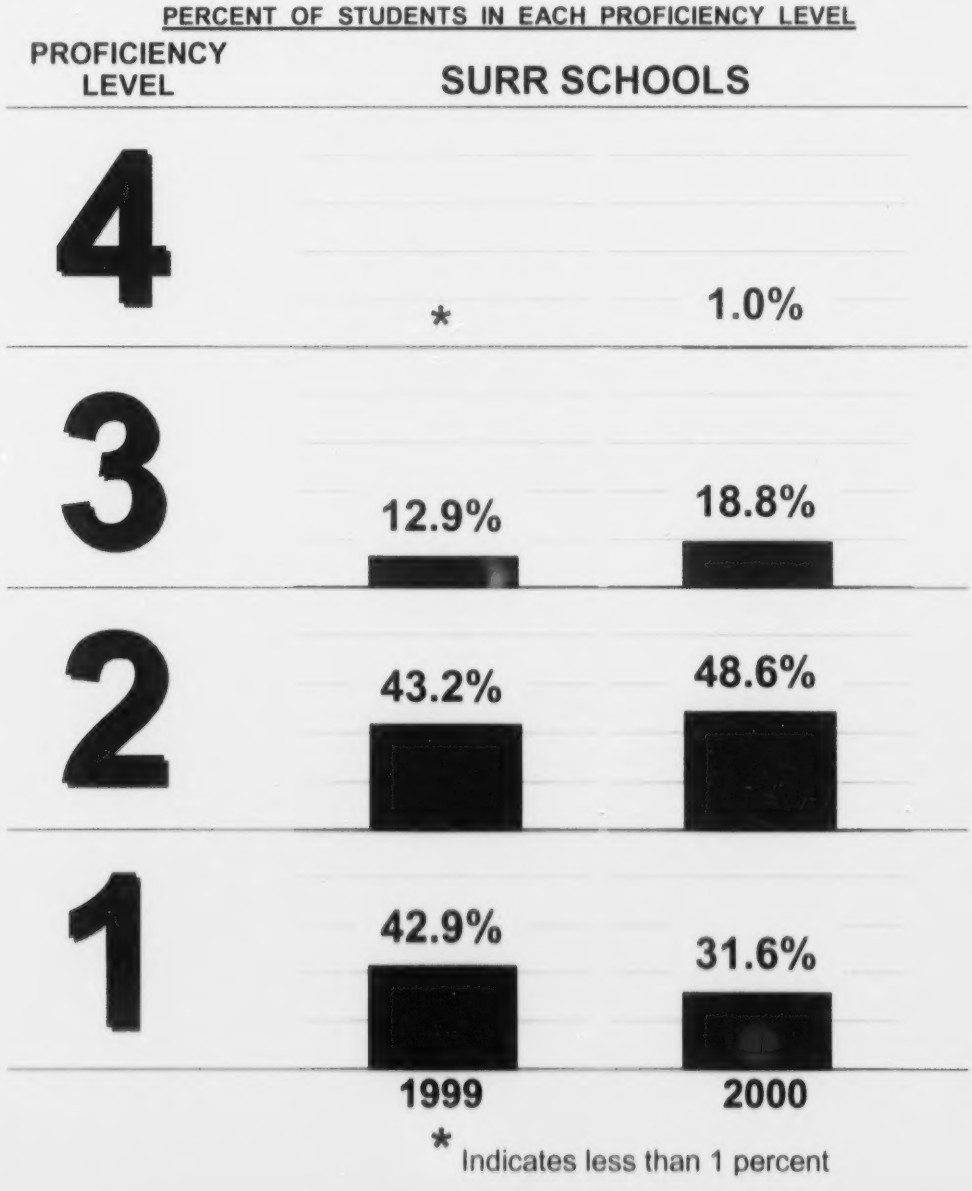


Figure 9

CTB-R AND STATE ELA PERFORMANCE OF SURR SCHOOLS

General Education, Special Education, and English Language Learners

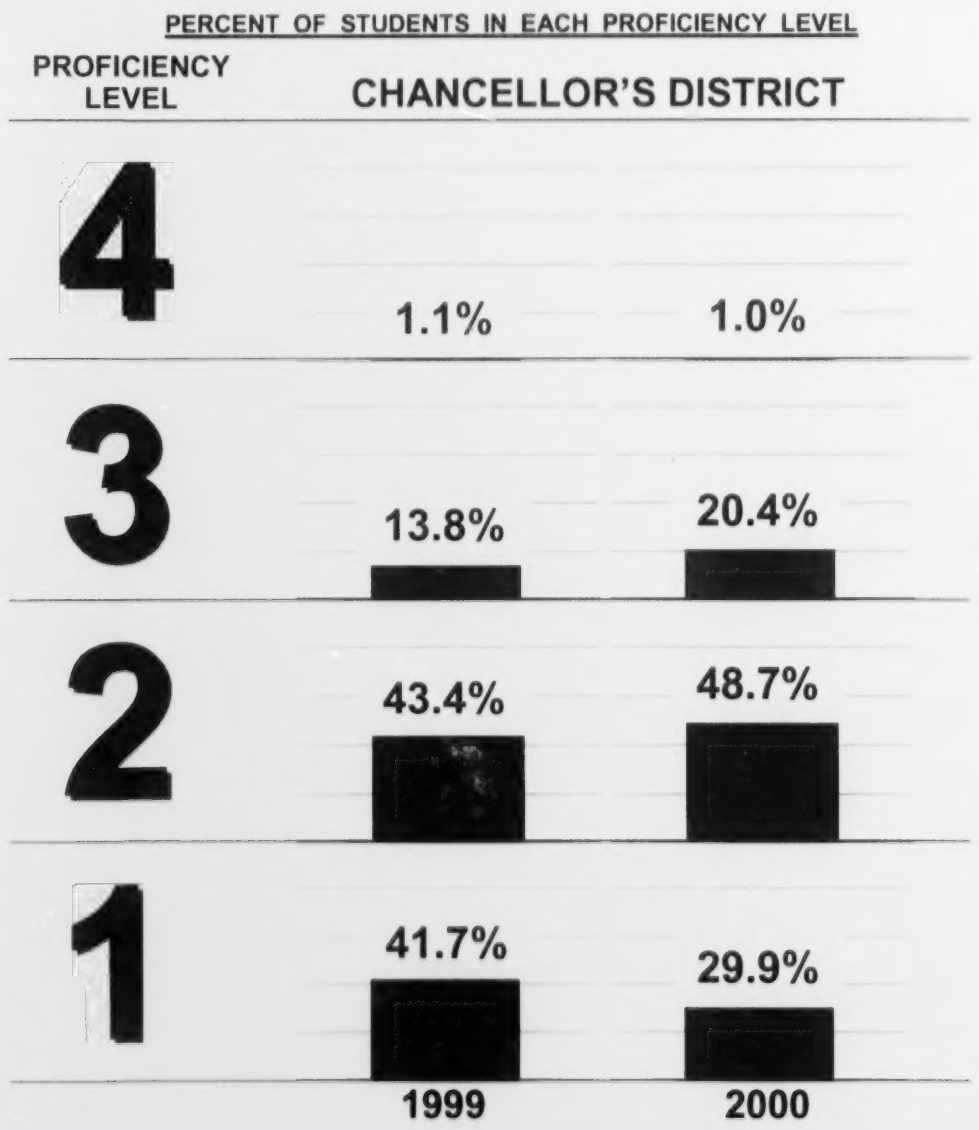


Figure 10

CTB-R GRADE 3, 5, 6, 7, AND STATE ELA GRADE 4 PERFORMANCE OF STUDENTS IN DIFFERENT RACIAL/ETHNIC GROUPS

General Education, Special Education, and English Language Learners

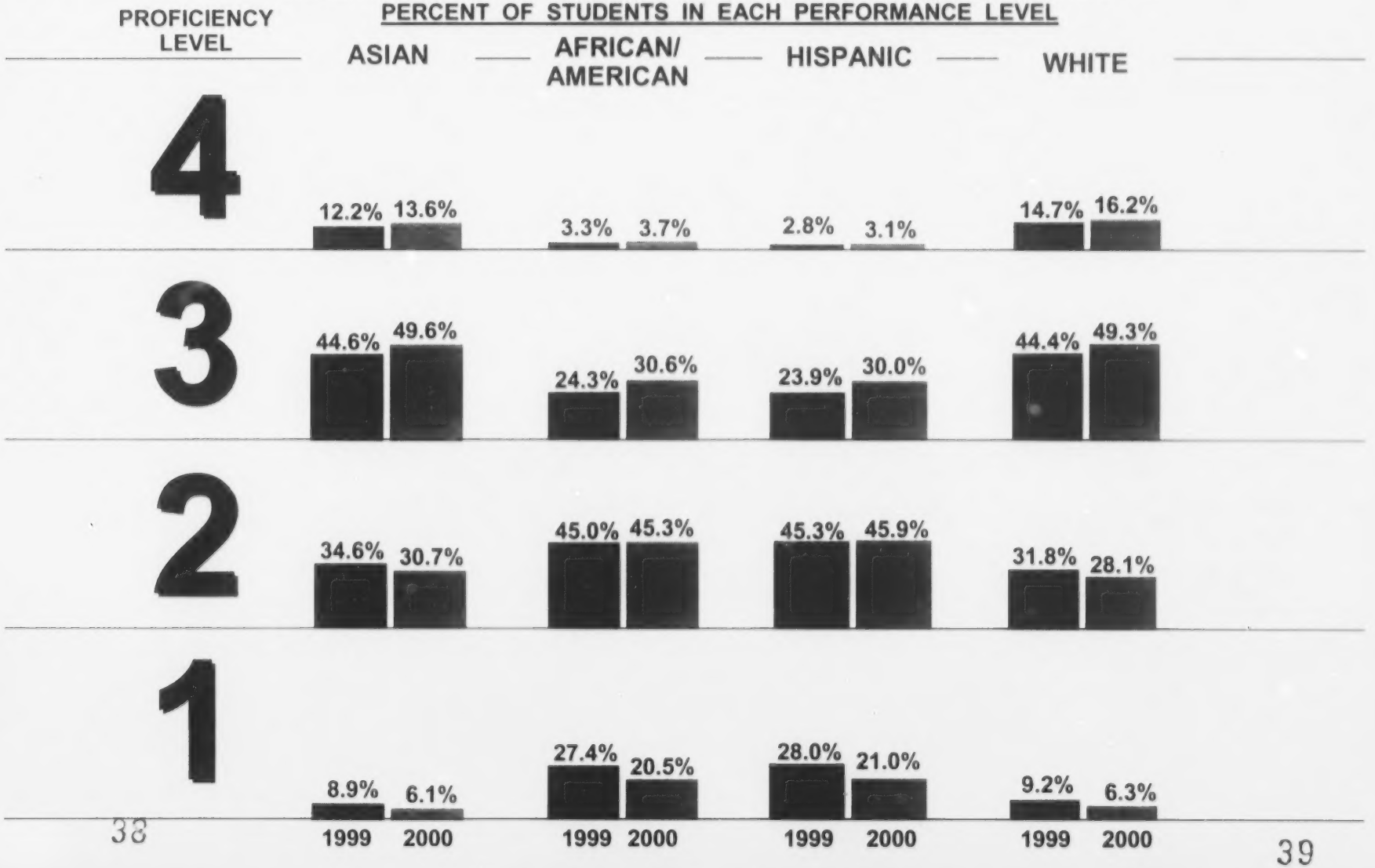
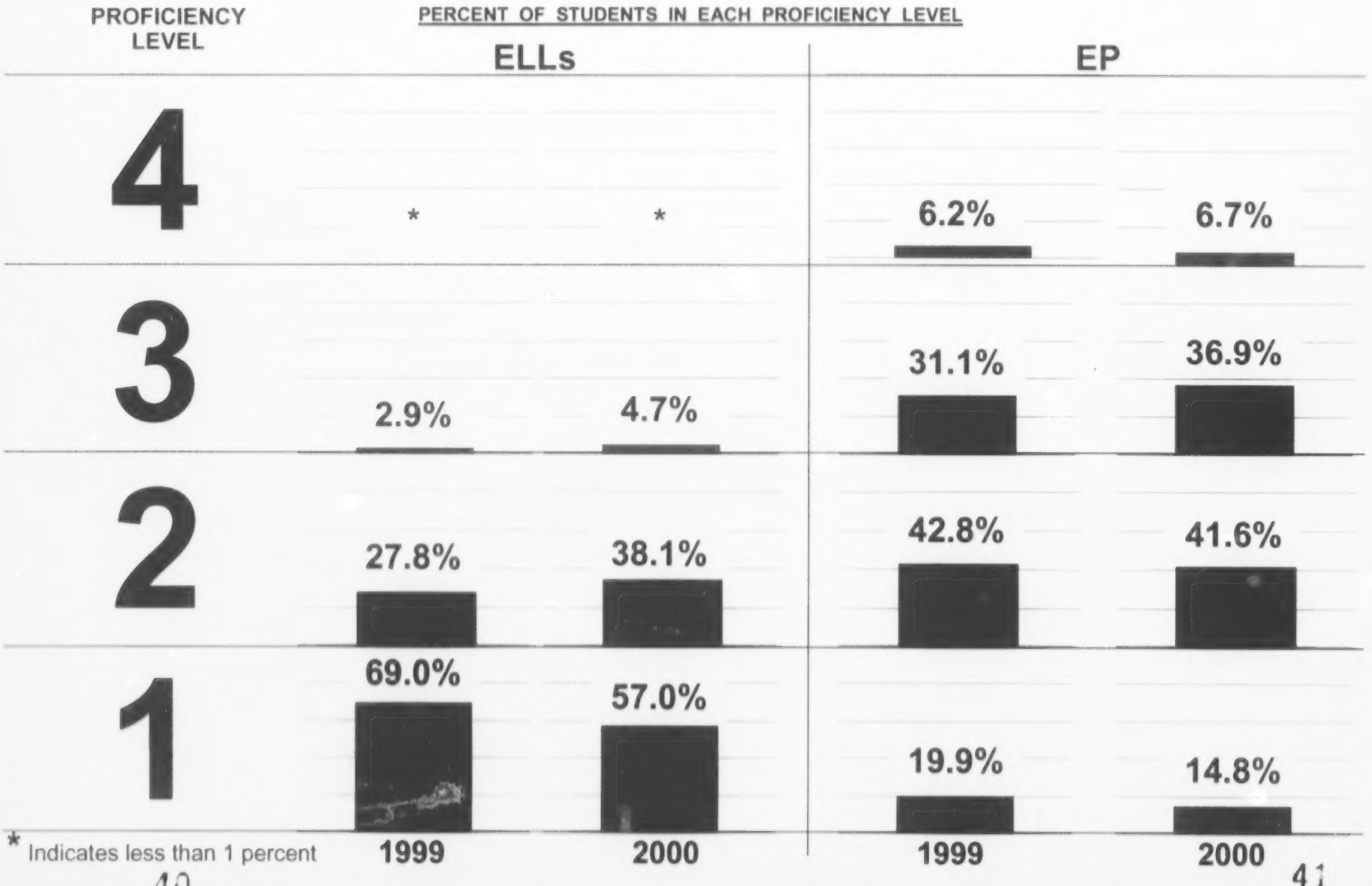


Figure 11

COMPARISON OF CTB-R AND STATE ELA SCORES FOR ENGLISH LANGUAGE LEARNERS (ELLS) AND ENGLISH PROFICIENT (EP) STUDENTS



* Indicates less than 1 percent

Figure 12

CTB-R AND STATE ELA GRADE 4 PROFICIENCY LEVEL OF FORMER ENGLISH LANGUAGE LEARNERS (ELLs)

Figure 13

PERCENT IN PROFICIENCY LEVELS 3 AND 4 BY DISTRICT FOR THE GRADES 3 TO 7 ELA AND CTB-R 1999 COMPARED TO 2000

MANHATTAN

General Education, Special Education, and English Language Learners

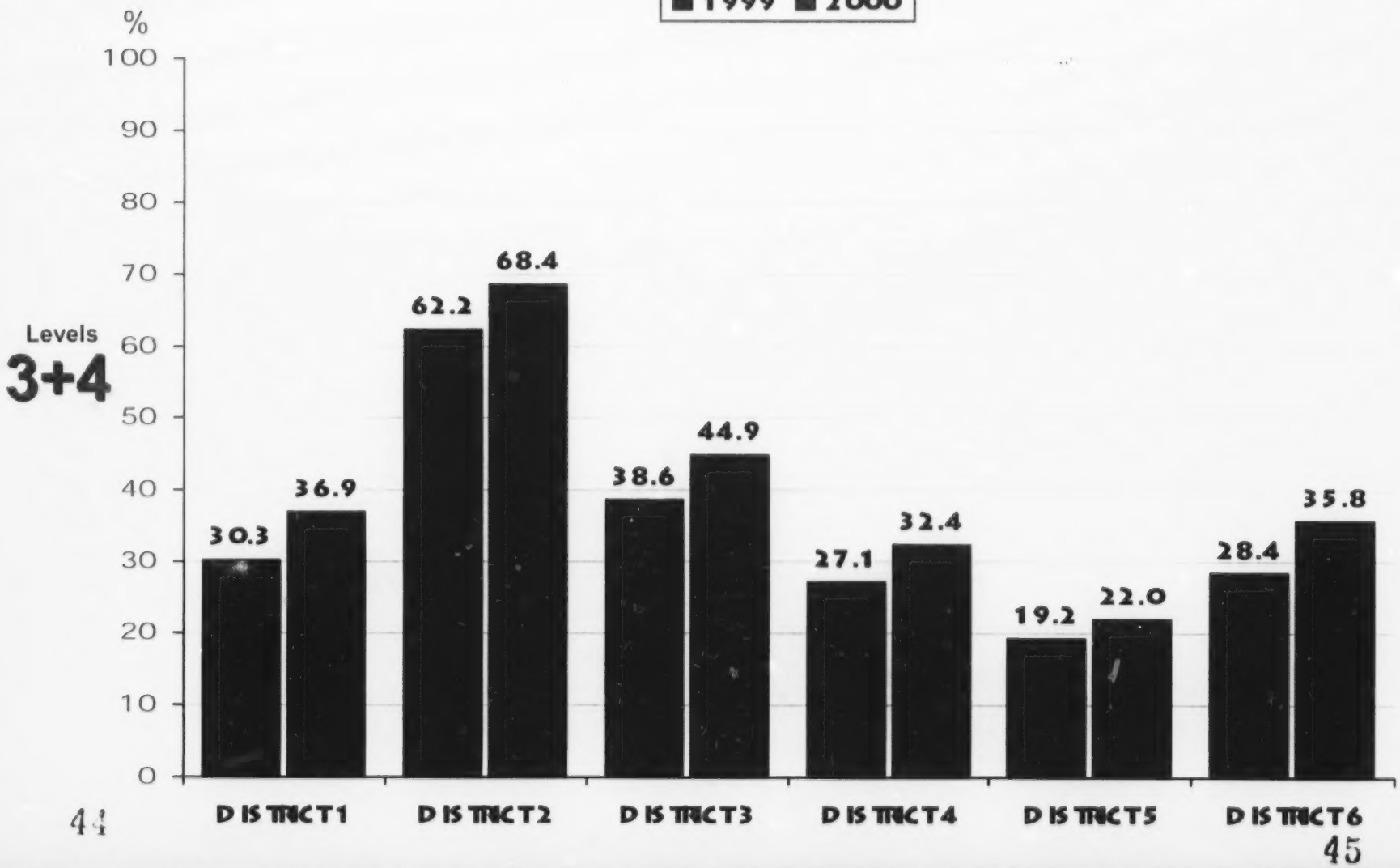


Figure 14

PERCENT IN PROFICIENCY LEVELS 3 AND 4 BY DISTRICT FOR THE GRADES 3 TO 7 ELA AND CTB-R 1999 COMPARED TO 2000

BRONX

General Education, Special Education, and English Language Learners

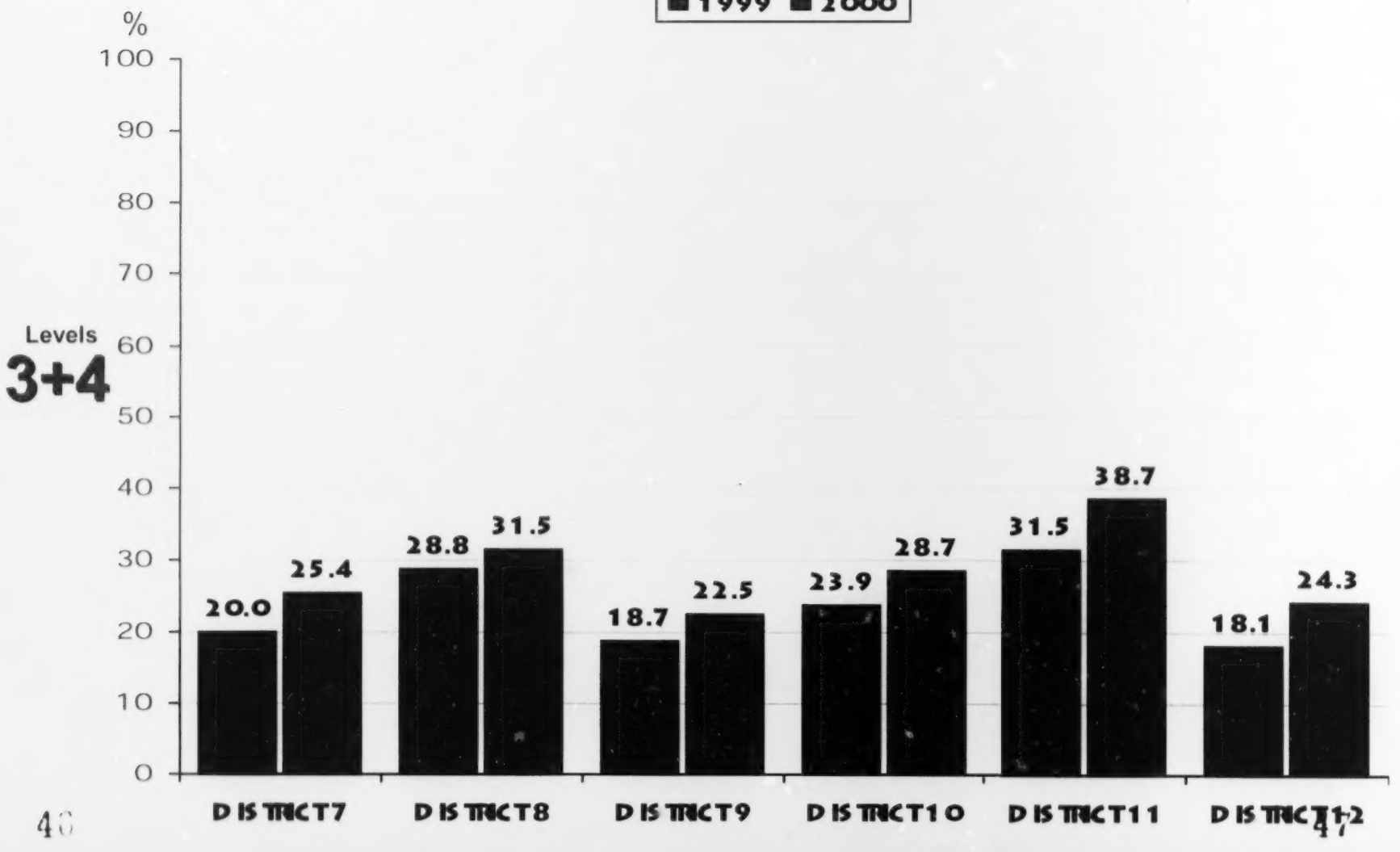


Figure 15

PERCENT IN PROFICIENCY LEVELS 3 AND 4 BY DISTRICT FOR THE GRADES 3 TO 7 ELA AND CTB-R 1999 COMPARED TO 2000

BOOKLYN AND STATEN ISLAND

General Education, Special Education, and English Language Learners

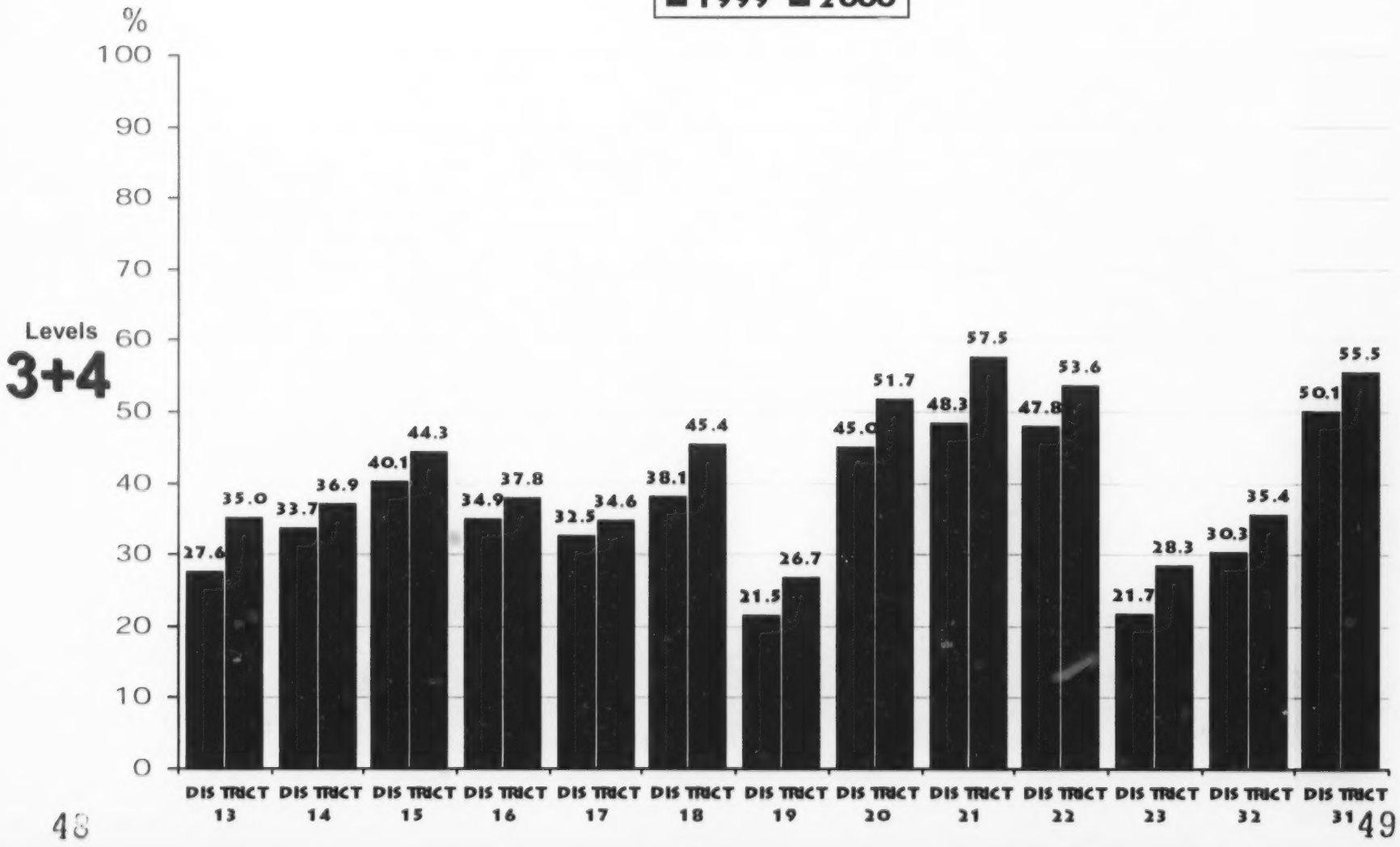


Figure 16

PERCENT IN PROFICIENCY LEVELS 3 AND 4 BY DISTRICT FOR THE GRADES 3 TO 7 ELA AND CTB-R 1999 COMPARED TO 2000

QUEENS

General Education, Special Education, and English Language Learners

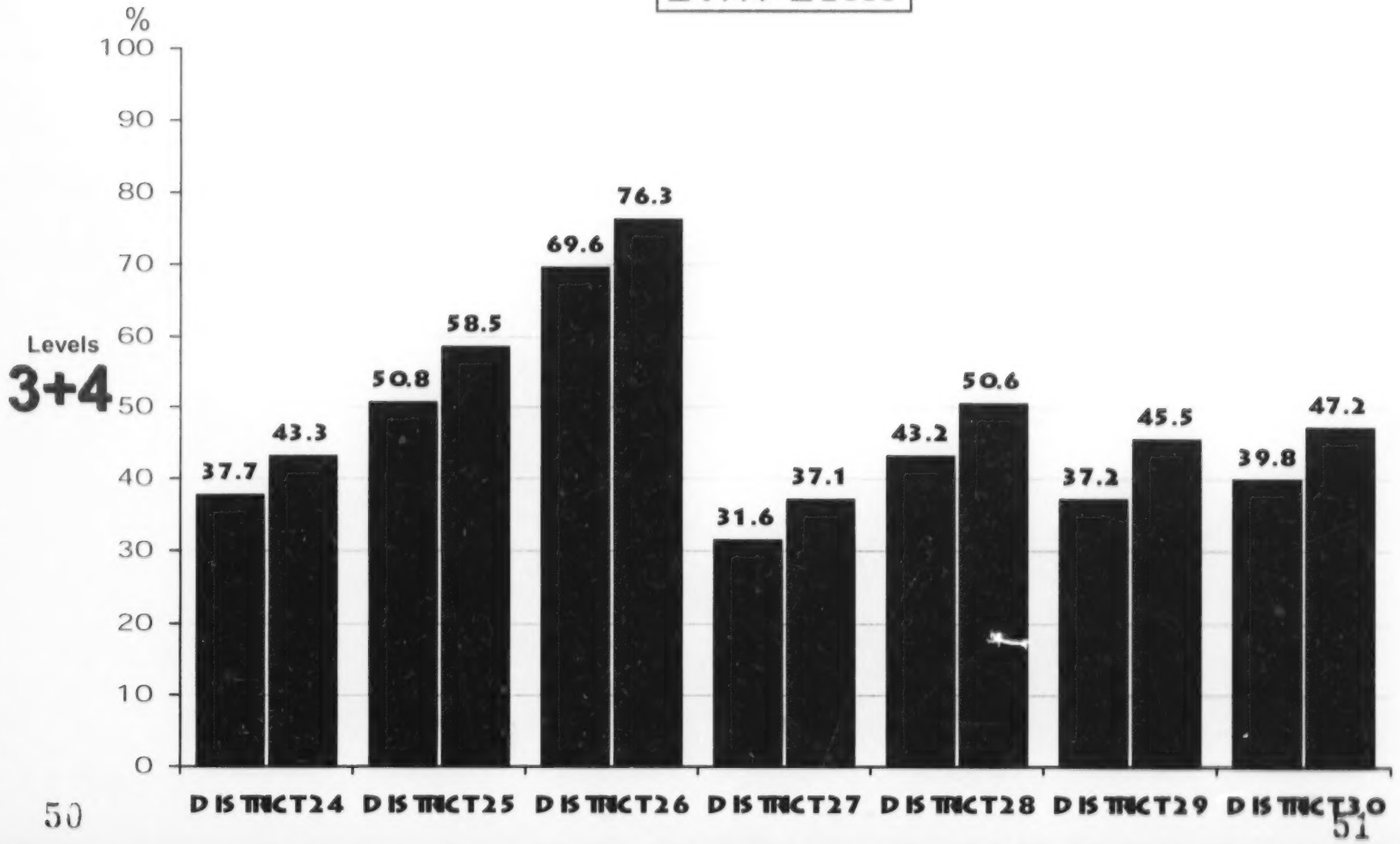
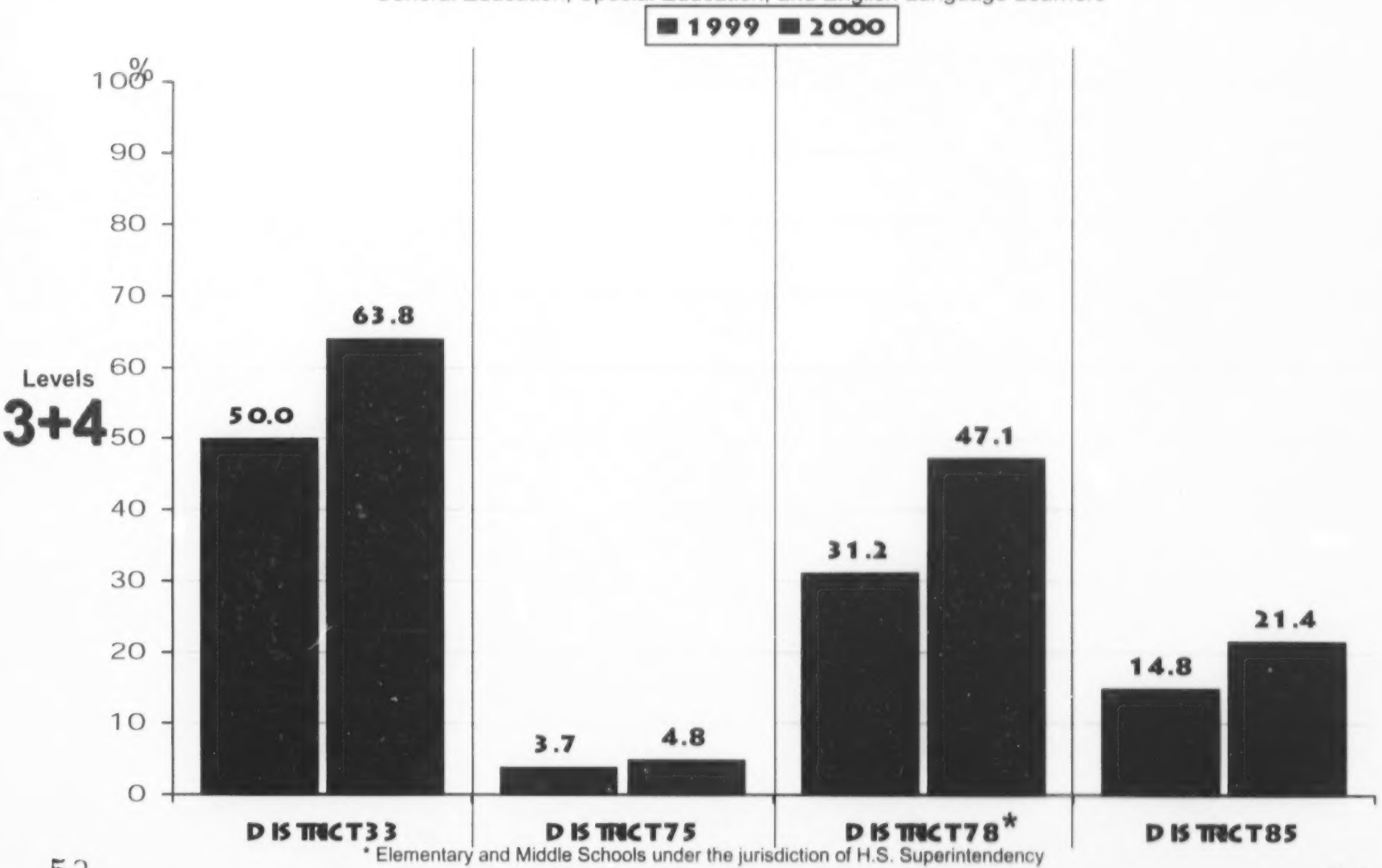


Figure 17

PERCENT IN PROFICIENCY LEVELS 3 AND 4 BY DISTRICT FOR THE GRADES 3 TO 7 ELA AND CTB-R 1999 COMPARED TO 2000

DISTRICT 33, DISTRICT 75, DISTRICT 78, AND CHANCELLOR'S DISTRICT

General Education, Special Education, and English Language Learners



* Elementary and Middle Schools under the jurisdiction of H.S. Superintendency

Figure 18

PERCENT IN PROFICIENCY LEVEL 1
BY DISTRICT FOR THE GRADES 3 TO 7 ELA AND CTB-R
1999 COMPARED TO 2000
MANHATTAN

General Education, Special Education, and English Language Learners

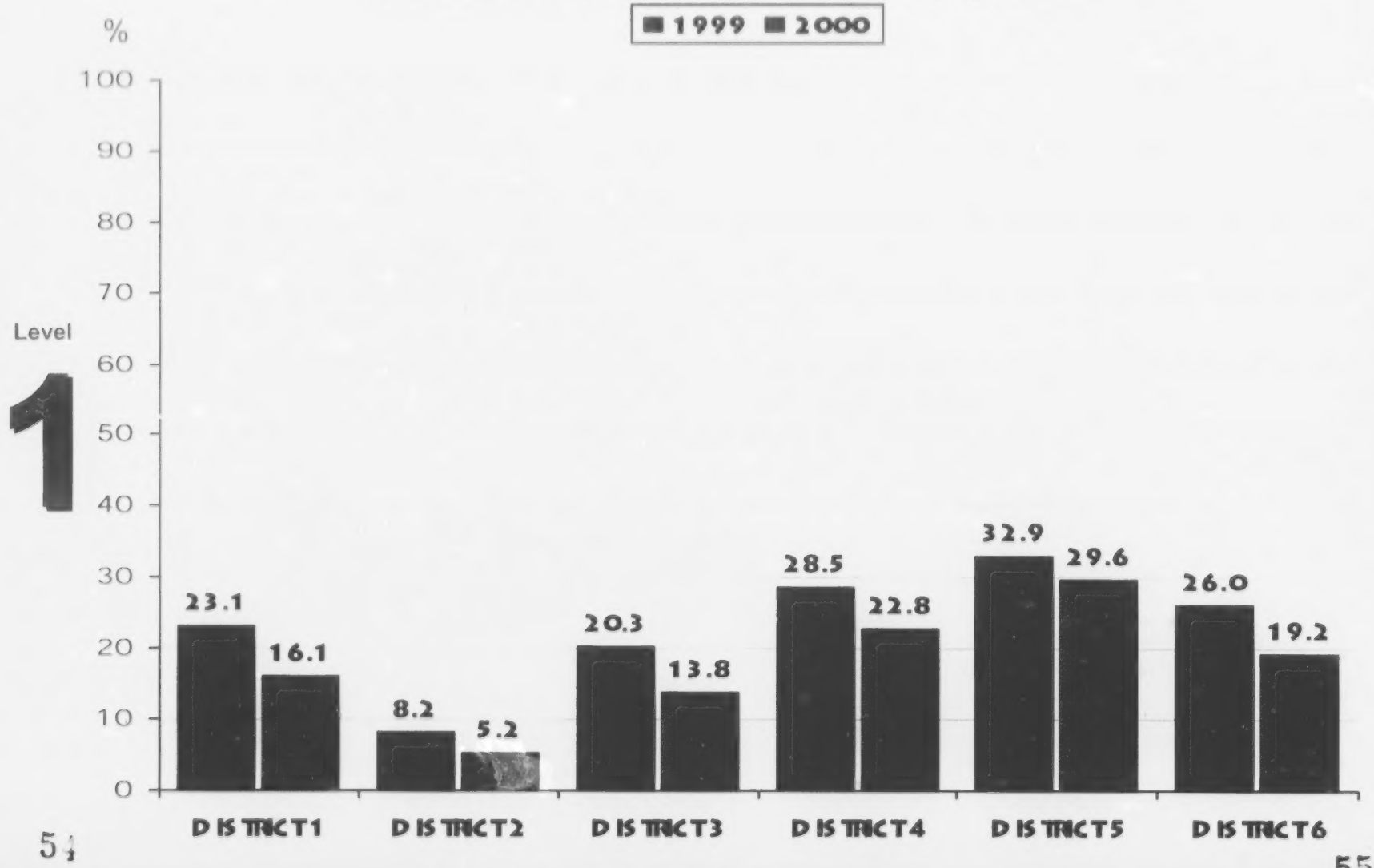


Figure 19

PERCENT IN PROFICIENCY LEVEL 1
BY DISTRICT FOR THE GRADES 3 TO 7 ELA AND CTB-R
1999 COMPARED TO 2000
BRONX

General Education, Special Education, and English Language Learners

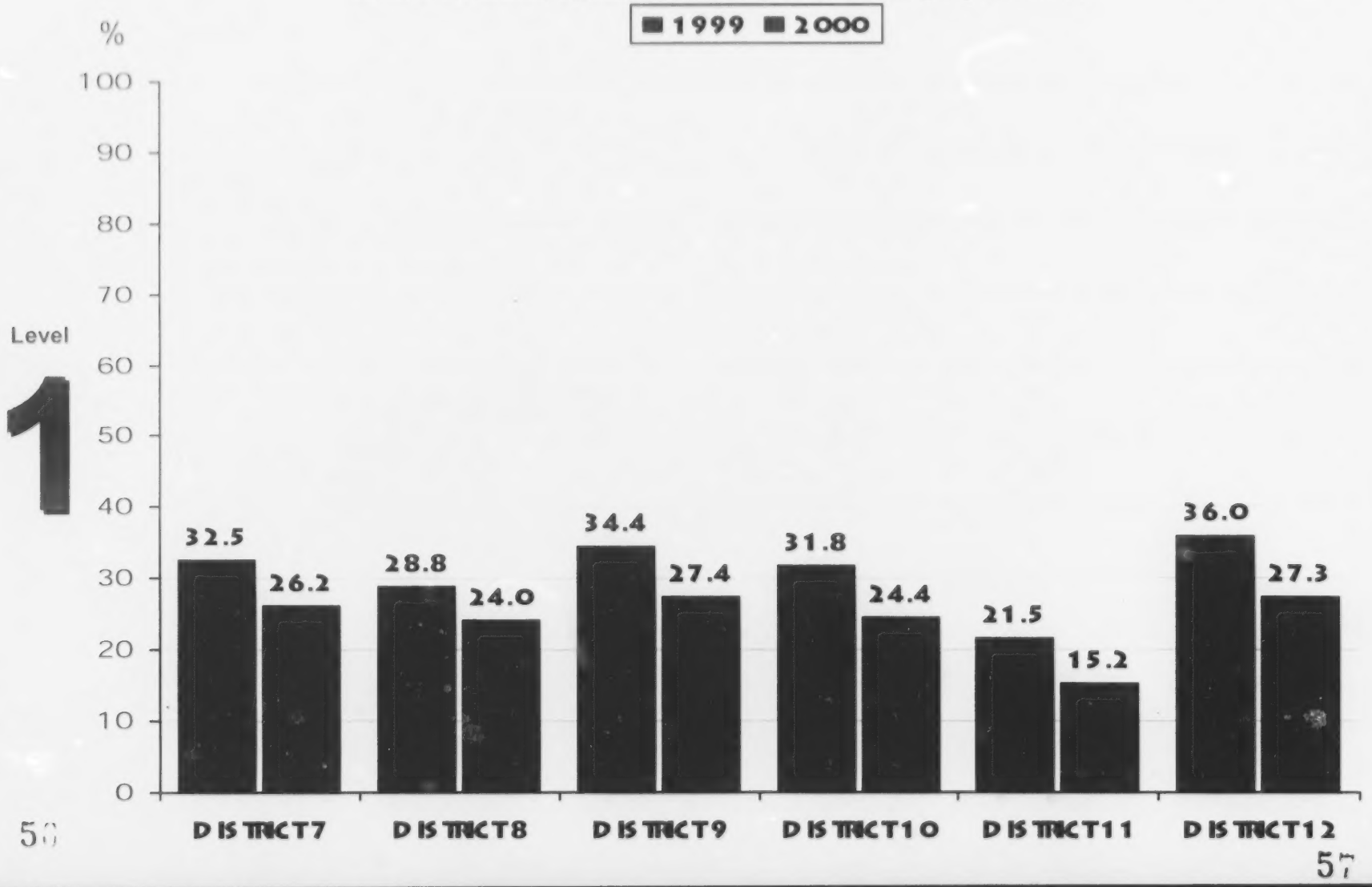


Figure 20

PERCENT IN PROFICIENCY LEVEL 1
BY DISTRICT FOR THE GRADES 3 TO 7 ELA AND CTB-R
1999 COMPARED TO 2000
BROOKLYN AND STATEN ISLAND

General Education, Special Education, and English Language Learners

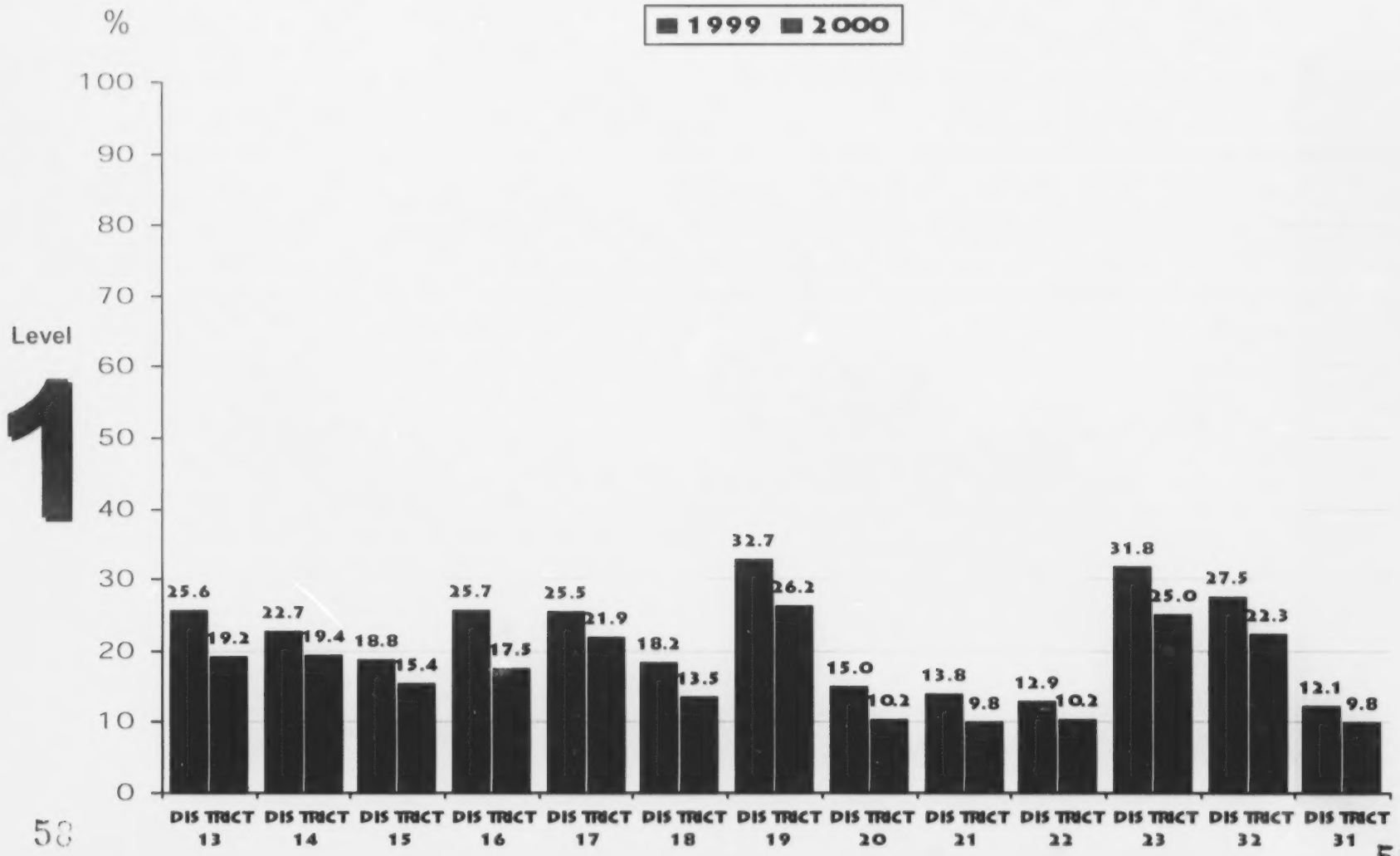


Figure 21

PERCENT IN PROFICIENCY LEVEL 1
BY DISTRICT FOR THE GRADES 3 TO 7 ELA AND CTB-R
1999 COMPARED TO 2000
QUEENS

General Education, Special Education, and English Language Learners

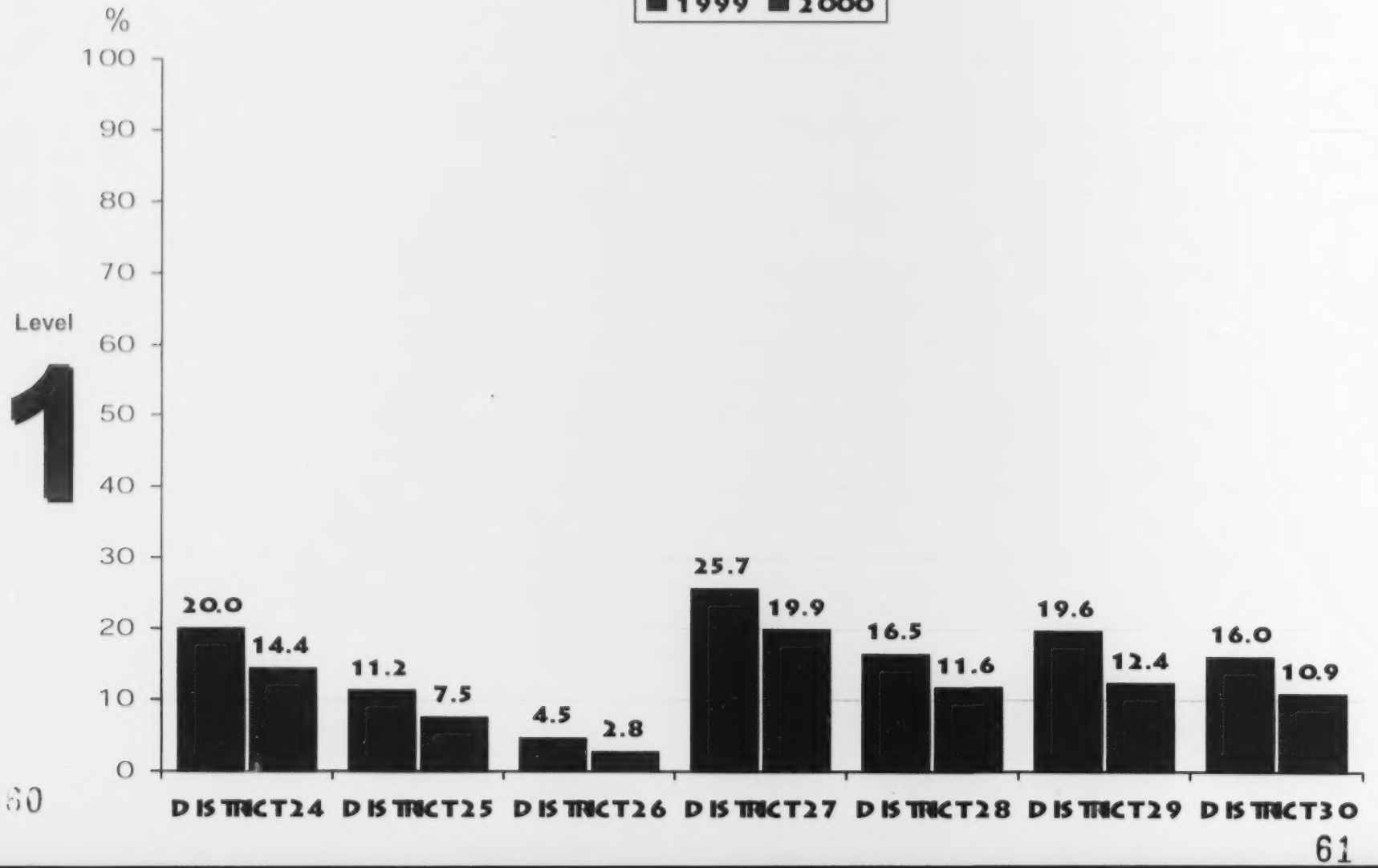
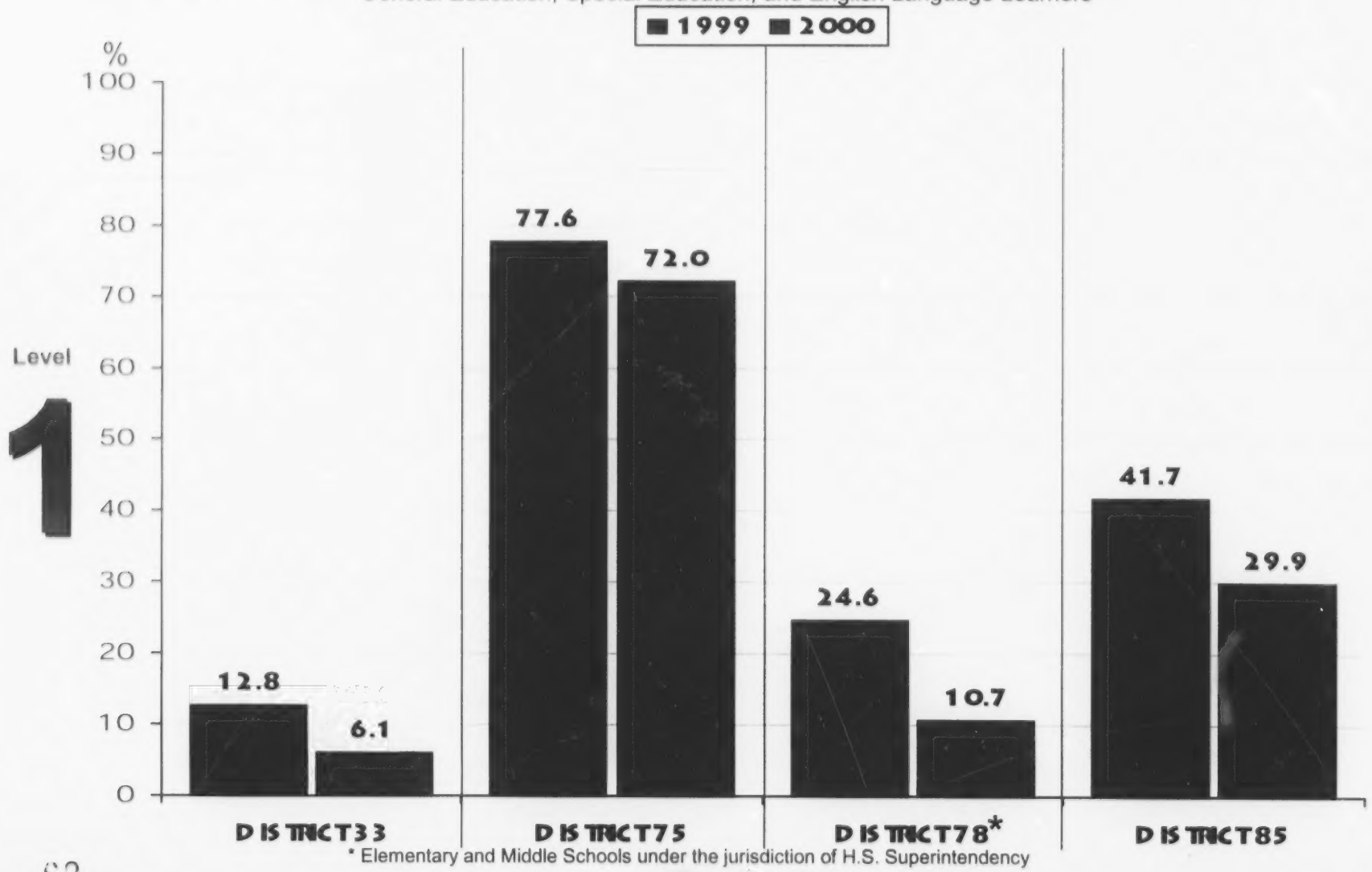


Figure 22

PERCENT IN PROFICIENCY LEVEL 1
BY DISTRICT FOR THE GRADES 3 TO 7 ELA AND CTB-R
1999 COMPARED TO 2000
DISTRICT 33, DISTRICT 75, DISTRICT 78, AND CHANCELLOR'S DISTRICT

General Education, Special Education, and English Language Learners



* Elementary and Middle Schools under the jurisdiction of H.S. Superintendency